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ABSTRACT

The fifth of five volumes, this guide for the fourth grade is an outgrowth of the Curriculum Guide in Reading. The guide provides an outline of skills in the communicative arts of listening, speaking, and writing that support and can be integrated with the skills outlined in the reading guide. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery, and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) the teaching/learning strategy, and (5) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

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CURRICULUM
GUIDE
IN
COMMUNICATION
ARTS
for
THE
ELEMENTARY
SCHOOL
in
LISTENING,
SPEAKING,
AND
WRITING

Board of Education
City of Chicago

GRADE
4

CS 209 180

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CURRICULUM GUIDE IN COMMUNICATION ARTS
FOR THE ELEMENTARY SCHOOL

LISTENING, SPEAKING, AND WRITING
GRADE FOUR

RUTH B. LOVE
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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PREFACE

The phrase "back-to-basics" permeates the educational arena. Throughout the nation, emphasis is being placed on the improvement of communication skills, especially that of writing. In order to accomplish this goal, however, all areas of the language arts must be developed. This guide is an attempt to integrate all four language arts areas: listening, speaking, reading, and writing. This integration of skills is vital if effective communication is to be characteristic of today's society.

Concerted efforts have been made to enhance the language arts program by the Chicago public schools. The development of this curriculum guide is the result of many years of intensive work. In the initial stages, a steering committee composed of coordinators, administrators, teachers, and students was formed to identify problems and concerns related to the language arts curriculum. In subsequent research and development, direct feedback from the schools was analyzed to assure the content validity of the communication subskill objectives contained in this guide.

Compiled in this publication is a language arts program stated in behavioral objectives that identifies language arts skills considered essential for competent communication. This guide provides a foundation for a classroom language arts program. This foundation will enable the appropriate staff to utilize materials and strategies for teaching language arts in an efficient and organized manner. The guide delineates specific language arts subskills which should be taught and/or reinforced at the appropriate level.

As the learners progress through the language arts program of instruction, they gain basic communication skills that will assist them in reaching their fullest potential of academic excellence in all curriculum areas.

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INTRODUCTION

A Design and Approach to the Teaching of the Language Arts

This Curriculum Guide in the Communication Arts is an outgrowth of the Curriculum Guide in Reading. The guide provides an outline of skills in the communication arts of listening, speaking, and writing which are supportive of and integrated with the skills outlined in the reading guide. This integration of skills occurs as the result of a complete language arts program.

A learner-centered, skill-oriented approach to the teaching of the communication arts is presented in this guide. The skills outlined direct learners to a mastery of the communication arts. Supportive teaching strategies and resources are presented to aid teachers in developing a program which will respond to the instructional needs of learners.

The communication arts guide is comprised of nine books. Each book is composed of three strands--listening, speaking, and writing. Each strand offers a complete program; however, many skills particular to a certain strand may be taught and mastered at one time through an integrative approach. Within each strand there is a breakdown of the subskills appropriate to each area. These subskills are presented in the following order:

> Listening, consisting of the subskill strands for attentive listening, informational listening, critical listening, and recreational listening
>
> Speaking, consisting of the subskill strands for mechanics of speaking, ability to communicate orally, communication techniques, methods of delivery, and style
>
> Writing, consisting of the subskill strands for fundamental skills, practical writing, and creative writing.

These subskills are fundamental to the learner's success in attaining competency in the communication arts. For each of these subskills, specific objectives are stated in behavioral terms. The objectives for each subskill progress from the fundamental to the advanced.

Suggestions for teaching strategies and/or classroom activities accompany the objectives. These focus upon mastery of the subskill stated in the objectives. Additional teaching/learning strategies found in textual, nontextual, and reinforcement materials may be provided by the teacher on the bottom section of each page. This easy reference device assists teachers in coordinating their materials with the guides. In each instance, a means of determining mastery of the objective is stated in behavioral terms as the criterion for mastery.

Interrelationship of the Communication Skills

Language arts is the basis of communication in all areas. It is the vehicle of expression and the tool of impression by which we acquire knowledge. In understanding and communicating ideas in any phase of the curriculum, the language arts are used.

The listening, speaking, reading, and writing facets of the language arts program are closely related. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication--the impressions and the expression--taught in relation to each other.

The skills outlined in this language arts guide show interrelatedness of the expressive areas of the language arts. This relationship becomes evident to the teacher and learner alike as instruction in the language arts evolves. The learner begins to realize and understand that what he/she is able to hear or speak he/she is able to read or write. And the teacher sees an integration of skills as he/she teaches certain skills or experiences in the language arts. Listening, speaking, reading, and writing all involve common experiences, observations, and thinking skills.

The advantage of breaking down these skills into specific strands and subskills is to delineate those skills involved in attaining proficiency in the language arts. As a whole program, these skills feature abundant experiences in the impression (listening and reading) and the expression (speaking and writing) skills of the language arts. They provide ample opportunities for the expression of the learner's innermost feelings, thereby helping him/her to express himself/herself in oral and written communication.

Communication through Listening

Good listening is one of the most important, most frequently used arts and should be developed at all levels of instruction. Every teacher of language arts provides learning situations and experiences which help to develop the listening abilities of the learner.

The four facets or strands of the language arts--listening, speaking, reading, and writing--are so interrelated that no single facet is independent of the others. Therefore, listening experiences are provided within the framework of the total language arts program rather than in isolation. Special listening experiences devoted to the mastery of particular skills occupy a definite segment of time, but such instruction occurs as an integral part of ongoing learning experiences.

This listening program is based on four major subskills which are fundamental to the learner's success in attaining competency in listening skills. These subskills are Attentive Listening, Informational Listening, Critical Listening, and Recreational Listening. Subskills are categorized according to these four major areas and are stated in terms of behavioral objectives.

Emphasis should be placed on subskills as they become basic to the overall language arts program, since skills in attentive listening, informational listening, and critical listening are pertinent to progress made in speaking, reading, and writing.

Communication through Speaking

Through the speaking program, each learner develops abilities which make speaking an effective means of communication. Varied and meaningful experiences and skills in speaking are provided as a means of fostering a learner's growth in his/her ability to speak and think in a proficient manner. These experiences and skills are emphasized, since the mastery of skills in reading, listening, and writing is to a great extent dependent upon the learner's oral ability and development. The learner and teacher alike become aware of this dependence when the learner's speaking vocabulary becomes a part of his/her reading, listening, and writing vocabularies.

The speaking program evolves from carefully planned experiences integrated with the other facets of the language arts program. Such planning leads to purposeful activities aimed at establishing each learner's competency in the language arts. It also guides the learner toward using friendly, spontaneous oral expression as part of his/her ability to communicate. With practice, the learner will--

participate spontaneously and frequently in classroom conversations and discussions

develop social courtesies and skills essential to discussion and conversation

develop poise and self-confidence in speaking develop a practical speaking vocabulary

develop the ability to speak effectively

develop originality in expression

develop various means for oral expression.

Experiences and activities should be organized around the five major subskills. These subskills include the mechanics of speaking, which train the learners in acceptable pronunciation, appropriate volume, and vocal flexibility as produced through variations in stress, pitch, inflection, and rate; the ability to communicate orally, which sets the standards and patterns around which acceptable speech is built; communication techniques, which outline the various modes or practices into which oral expression is organized; the method of delivery, which refers to specific means for delivery of oral expression used in common practice; and the styles of oral expression which are commonly practiced. These subskills need special emphasis as part of the complete language arts program in order for the learner to become more competent in oral expression.

Learners with serious speech disorders should be identified and treated by the speech therapist. Learners whose speech patterns differ from those accepted as standard English should receive special help from the teacher within the regular classroom situation. Regional dialects should be respected and should not be confused with incorrect grammar and usage. Every effort should be made to develop a feeling of acceptance and security--to develop genuine support between teacher and learner.

Communication through Writing

Oral and written expression are interdependent. In the beginning stages of written expression, the development of oral readiness is imperative. The spontaneity and natural urge for expression of the primary grade child serve as a basis for written expression. Therefore, it is important to recognize that practice in oral communication should precede written expression.

The writing program--

provides favorable climate for writing--a friendly, informal classroom atmosphere provides enriching first-hand and vicarious experiences to build background and to encourage the desire to speak and write

includes systematic, planned instruction in the mechanics of writing

provides motivation for creative expression

provides situations and centers of interest which promote free expression

encourages learners to express their own ideas and experiences

encourages the use of standard English.

Such a program fosters the development of techniques and skills that facilitate expression. It is characterized by daily, purposeful practice determined by individual needs. Many practical situations in the learner's common experiences motivate and require written expression.

Skill-oriented activities delineated in this writing program provide instructional opportunities for the learners. Self-expression in practical writing and self-expression in creative writing are developed by means of these activities.

In building the fundamental skills of written expression, learners receive instruction in grammar/usage, capitalization, punctuation, sentence structure, paragraph structure, vocabulary, and dictionary usage. Spelling and handwriting are included in this segment of the writing program.

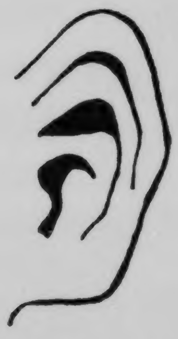
The practical writing strands is composed of oral practice and readiness, dictating and recording information, alphabetizing, sequencing, record keeping, outlining information, and letter composition. Its major focus is upon conveying information, summarizing, using correct format, and selecting appropriate content for friendly, social, and business letters.

The program of creative writing encompasses oral practice and readiness; original stories, poems, plays, and/or scripts; and sentences, captions, and titles as vehicles for written expression. This program is based upon the theory that in first drafts, the free expression of ideas is more important than the mechanics of writing. Recognition and acceptance of varying interests and abilities of learners help the teacher to guide them toward successful writing experiences. Every effort is made to foster the creativity of the learners and to preserve in each limerick or poem, script or story the qualities which make it original. This presupposes that the teacher will resist any impulse to substitute his/her ideas for those of the learner because he/she is more interested in meeting correct standards than in what the learner writes.

In fostering creative writing ability, the teacher's contributions include reading good literature to the group, providing real and vicarious experiences upon which to build, and allotting sufficient time for reflection and discussion before asking for written interpretation. These aids to growth, surrounded by an atmosphere of freedom and acceptance, allow learners to share inner feelings and reactions through written and oral expression.

Listen for dear honor's sake,
Goddess of the silver lake,
Listen and save.

John Milton



LISTENING

Skill Listening **Grade 4**

Subskill Attentive Listening: Responsibility of the Listener **Objective No.** 1

Objective Given listening activities, the learner will identify their purposes.

Teaching/Learning Strategy

Tell the learners that we listen for the following purposes: to participate in conversations and discussions, to obtain information, to make judgments, and to enjoy recreational experiences. Lead a discussion of everyday listening experiences. Show how they relate to the various purposes.

Place the following chart on a duplicating master. Distribute copies of it to the learners and have them record their listening experiences for a two-day period on it. Remind them to list their activities according to purpose.

LISTENING ACTIVITIES			
Conversations/ Discussions	Information	Judgments	Recreation
Met with study group to plan science project.	Listened to social studies program on WBEZ.	Read a book suggested by a friend.	Listened to records after school.

Provide an opportunity for the learners to discuss their charts in small groups. Check to see that they understand the purpose for different listening experiences.

Criterion

The learner will identify the purpose for listening activities. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Attentive Listening: Responsibility of the Listener	**Objective No.**	2
Objective	Given an oral phrase, the learner will state a complete sentence, using the phrase.		

Teaching/Learning Strategy

Place a group of sentences containing prepositional phrases on the chalkboard. Read the sentences and ask the learners to identify the phrases.

The games in the basement are his.
We went to Florida on our vacation.
She went into the store.

Point out that phrases are parts of sentences. Show how they need subjects and verbs to make them complete thoughts. List several prepositional phrases on the chalkboard as indicated below. Allow the learners to add phrases to the list. Direct one learner to read a phrase, and call on another learner to use it in an oral sentence. Continue the procedure until all the learners have an opportunity to construct sentences, using the phrases. Encourage them to form declarative, interrogative, imperative, and exclamatory sentences.

behind the maple desk
under the rug
around Lake Michigan

beneath the large book
in Lincoln Park
across the ocean

Criterion

The learner will use an oral phrase in a sentence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Attentive Listening:
Responsibility of the Listener **Objective No.** 3

Objective Given a dependent clause, the learner will state a complete sentence, using the clause.

Teaching/Learning Strategy

Tell the learners that a dependent clause does not form a complete thought and cannot stand alone. Read aloud sentences containing dependent clauses and ask the learners to identify them. Use sentences similar to the following:

The pencil which is on the desk is mine.
After we left home, my cousin called.
I'm upset because you did not finish your homework.

Place examples of dependent clauses on the chalkboard similar to the ones below. Ask the learners to use their language arts texts and basal readers to locate additional examples.

because I was tardy Monday
after we left the playground
who do their homework
when we left the movie
if you finish your chores.

Have the learners work in pairs. Direct one learner to read aloud a clause and have the other learner form a complete sentence, using the clause. Guide the learners to repeat the process, reversing their roles.

Criterion

The learner will use a dependent clause in an oral sentence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Attentive Listening: Standards for Listening **Objective No.** 4

Objective Given a discussion, the learner will identify standards for listening.

Teaching/Learning Strategy

Tell the learners that attentive listening is an active, involved process which requires them to react and respond. Divide the learners into small groups. Have each group make a list of their classroom listening activities. Direct a group secretary to write the list on the chalkboard. Compare the lists, noting similarities and differences.

Point out the importance of listening and state the necessity of identifying standards in order to improve listening skills. Lead a discussion of listening standards and have the learners contribute to the development of a chart similar to the following:

STANDARDS FOR ATTENTIVE LISTENING

- Focus on the speaker or activity.
- Tune out distracting sounds.
- Identify the speaker's main ideas.
- Note the use of vocabulary.
- Check the sequential presentation of ideas.
- Maintain eye contact with the speaker, if possible.
- Ask clarifying questions, if necessary.

Place the chart in a prominent location and refer to it before beginning important listening activities. Remind the learners to apply the standards appropriately.

Criterion

The learner will identify standards for listening. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening **Grade 4**

Subskill Attentive Listening: Attention Span **Objective No.** 5

Objective Given an oral activity involving a process, the learner will complete the process.

Teaching/Learning Strategy

Tell the learners that each step in a process is important and sequential. State the steps for the process as indicated below. Direct the learners to complete the process and record their results. Provide an opportunity for the learners to share their data.

ENERGY TRANSFER PROCESS

Fill one small can with warm water.
Fill a similar can with cold water.
Place a Celsius thermometer in each cup and record the temperatures.
Place the warm water and cold water from the cans into a larger styrofoam cup.
Wait ten minutes; place a Celsius thermometer in the cup and record the temperature.

Criterion

The learner will complete a process given orally. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Attentive Listening: Developing Positive Attitudes	**Objective No.**	6

Objective Given listening experiences, the learner will prepare an introduction.

Teaching/Learning Strategy

Explain that a good introduction requires thought and planning and contains the following elements:

a welcome to the speaker
information about the speaker
the qualifications of the speaker.

Provide opportunities for the learners to listen to introductions of speakers at school assemblies and on WBEZ programs. Ask them to note the elements in the introductions.

Prepare a list of important persons. Ask the learners to add to the list. Have each learner select a name from the list and prepare a three-minute introduction for him/her. Show them how to use library reference sources for obtaining background information on their speakers. Have the learners present their introductions in small groups. Ask the listeners to make sure the pertinent elements are included in the introductions.

Criterion

The learner will prepare an introduction. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Listening	**Grade 4**
Subskill	Attentive Listening: Recognizing Need for Listening	**Objective No.** 7
Objective	Given listening situations, the learner will recognize the need for critical listening.	

Teaching/Learning Strategy

Point out the need for critical listening in everyday activities. Show how critical listening takes oral communications apart in order to determine their true messages and meanings.

Discuss the terms fact and opinion. Explain that a factual statement can be verified, but an opinion cannot be verified. List fact and opinion statements on the chalkboard. Have the learners add statements to the list. Relate the statements to content units of study whenever possible.

New York City is larger than Chicago. (fact)
Illinois is the best state in the Midwest. (opinion)
Basketball is the best sport in our gym program. (opinion)
We have 35 students in our room. (fact)
My teacher gives homework every night. (fact)

Discuss the statements and stress the importance of not accepting opinion statements as factual. Guide the learners to ask questions politely when verifying opinion statements.

Point out the use of persuasion in advertising. Have the learners listen to specific commercials on radio and television at an appointed time. Direct them to listen critically in order to identify the following types of propaganda: glittering words, body language, and famous personalities. Provide an opportunity for the learners to discuss this listening activity in small groups. Help them recognize a pertinent need for critical listening in everyday activities.

Criterion

The learner will recognize a need for critical listening. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening

Subskill Informational Listening: Following Directions

Grade 4

Objective No. 1

Objective Given oral directions, the learner will perform the task in writing.

Teaching/Learning Strategy

State the importance of understanding the sequence of information when following oral directions. Show how transitional words, such as first, then, finally, and when, are used in oral directions. Place a graph similar to the one below on the chalkboard. Give the learners the following directions for completing the graph:

> First, prepare a sheet of paper for listing 20 names of people and favorite ice cream flavors.
>
> Then ask 20 classmates, friends, or relatives their favorite ice cream flavor and list the information on the sheet.
>
> Finally, group the names according to favorite ice cream flavors as indicated on the chart.
>
> When you are finished with your graph, place it in the folder marked Graphs on my desk.

FAVORITE ICE CREAM FLAVOR				
FLAVOR	NUMBER OF PEOPLE			
	5	10	15	20
Vanilla				
Chocolate				

Criterion

The learner will follow oral directions to complete a written task. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening **Grade 4**

Subskill Informational Listening: Following Directions **Objective No.** 2

Objective Given a descriptive selection orally, the learner will sketch the details given.

Teaching/Learning Strategy

Instruct the learners to listen carefully while you read aloud the following suggested selection:

A Beautiful Fall Day
by Margery Vos

> The air was crisp and cold as I stepped out of the house to start my walk to school. The air nipped slightly at my nose and ears, but not enough to make me cold. The October sky was deep blue and cloudless. The slanted rays of the sun streamed through the treetops, although they didn't offer much warmth. As I walked along, the only sound was the crunching and crackling of leaves beneath my feet. A lone leaf fluttered to the ground ahead of me. Everything was beautiful and quiet.

From Freckled Fantasies, published by the Board of Education of the City of Chicago, 1979.

Read the selection once and direct the learners to sketch the details in the selection.

Answers

Responses can vary. Details can include: a house, a learner, a school, a deep blue and cloudless sky, slanted rays of the sun, leaves on the ground, a lone leaf fluttering to the ground.

Criterion

The learner will sketch the details in an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Informational Listening: Following Sequential Order **Objective No.** 3

Objective Given a selection orally, the learner will write the main points in sequential order.

Teaching/Learning Strategy

Remind the learners that the planned arrangement of main points in a selection is called the sequential order. Read a selection similar to the one below to the learners. Instruct them to listen to the selection so that they can write its main points in sequential order. Encourage them to take notes, listing pertinent information.

The Giant Yo-Yo

by Herman Jones

A star fell to earth. When it hit the ground, it burst open and a small yo-yo rolled out.

At a playground nearby, children were busy with toy cars and yo-yos. The Star Yo-Yo rolled over to the playground and began to eat all the toy cars and other yo-yos. The more it ate, the bigger it got.

It rolled out of the playground and headed for the nearest toy store. It ate all the little toys in the store, and it liked plastic toys most of all.

Newsmen from all the television stations took pictures of the Star Yo-Yo, and they talked about how large it had grown. Scientists from all over the world tried to figure out what to do with it.

The President of the United States spoke on television, and he asked children to help the country by giving all their toys to the giant yo-yo. He promised that the government would replace all the toys that were fed to the Star Yo-Yo. He also said that if someone did not figure out something to do with the yo-yo, that it would have to be destroyed.

However, the children did not want them to destroy the Star Yo-Yo, for they liked it very much. Then a strange thing happened. The yo-yo stopped growing. The President then decided that the Star Yo-Yo should be placed in a zoo.

Today people from all over the world come to see the Star Yo-Yo, and the children feed it little toy cars and yo-yos.

From Freckled Fantasies, published by the Board of Education of the City of Chicago, 1979.

OBJECTIVE NO. 3 (cont.)

Direct the learners to write the main points of the selection after reading it aloud to them one time.

Answers

The sequence of the main points in the selection follow: a star fell to earth and a small yo-yo rolled out of it; the yo-yo ate toys and grew larger; people tried to figure out what to do with the giant yo-yo; the yo-yo stopped growing; the President placed the yo-yo in a zoo; people come to visit it, and children feed it toy cars and yo-yos.

Criterion

The learner will write the main points of an oral selection in sequential order with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening **Grade 4**

Subskill Informational Listening: Following Sequential Order **Objective No.** 4

Objective Given an oral selection, the learner will summarize the details in sequential order.

Teaching/Learning Strategy

Explain how details are used to support important facts in selections. Read aloud selections from content area texts and help the learners recognize the use of details. Tell the learners that sometimes the sequential order of the details in a passage may be important. Direct the learners to listen to the following suggested selection while you read it aloud one time:

> Chicago Area Animals
>
> Chipmunks and rabbits are animals which live in wooded sections and open fields in the Chicago area. Chipmunks are small, gray-brown animals with rodent-type heads containing cheek pouches. They have short arms and legs with sharp claws. Rabbits are small animals with soft, flexible bodies. They have rodent-type heads with split upper lips and sensitive whiskers. Their strong hind legs have flat heels.

Encourage the learners to take notes while you read the selection aloud. Instruct them to summarize the details in sequential order.

Answers

A summary of details in sequential order may include the following: Chipmunks and rabbits live in the Chicago area. Chipmunks are (1) small, gray-brown animals, (2) with rodent-type heads containing cheek pouches, and (3) short arms and legs with sharp claws. Rabbits are (1) small animals with soft, flexible bodies, (2) with rodent-type heads containing split upper lips and sensitive whiskers, and (3) strong hind legs with flat heels.

Criterion

The learner will summarize the details in an oral selection in sequential order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Informational Listening: Identifying the Main Idea	**Objective No.**	5
Objective	Given a listening experience, the learner will identify the main idea.		

Teaching/Learning Strategy

Tell the learners that sometimes the main idea in a selection is not directly stated, but it is implied. State that it is necessary to "read between the lines" or to make inferences from the related details in order to identify the main idea in these situations. Show the learners how to infer by reading the following statements and questions:

> Statement: The old woman stood on the street corner in her shabby clothes, selling flowers.
>
> Questions: How rich do you think the old woman was? What is your reason for your answer?

Help the learners become adept at detecting clues to implied meanings. Use riddles to further develop this skill.

Read the following paragraph and direct the learners to identify the implied main idea:

> I think I'll find out soon enough if I'm going to like it here. Mr. Holis seems nice enough, but I may have some trouble with one of my classes. I felt terrible when my answers to the problems were wrong. Mother says I'll catch up. I hope she's right.

Answer

Main Idea: The student has started in a new school and is having a problem with math.

Criterion

The learner will identify the main idea with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Listening	Grade 4	
Subskill	Informational Listening: Identifying the Topic Sentence	Objective No.	6

Objective Given a paragraph, the learner will identify the topic sentence.

Teaching/Learning Strategy

Tell the learners that a topic sentence states the main idea of a paragraph. Point out that the other sentences support and develop the topic sentence. Explain that the topic sentence may come at the beginning, the middle, or the end of the paragraph. Read passages to the learners, pointing out the topic sentences. Then write the following paragraph on the chalk board, and have the learners identify the topic sentence.

> Buggsy eyed Debbie intently as she took an apple from her lunch box. She had brought a sandwich and a brownie, too, but Buggsy, who had eaten his lunch at recess time, looked so hungry that Debbie gave them to him. Now, after having devoured the sandwich and the brownie, Buggsy wanted a bite of that apple. Buggsy's appetite seemed never to be satisfied.

Answer:

Buggsy's appetite seemed never to be satisfied.

Criterion

The learner will identify the topic sentence with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Informational Listening: Identifying the Main Idea

Objective No. 7

Objective Given a selection, the learner will write an appropriate title.

Teaching/Learning Strategy

List the titles of familiar selections from basal readers and language arts texts on the chalkboard. Point out that the titles indicate the main ideas or the themes of the selections in a concise manner. Read aloud a selection such as the one suggested below, omitting the title. Direct the learners to write an appropriate title for the selection. List the titles on the chalkboard and determine if they are appropriate. Compare them with the author's title.

Flint

by Christine McAleer

My dog was the best friend I ever had. His name was Flint. He will never fade out of my mind.

We would always run along the beach, and his soft, sleek fur would shine in the sunlight. We had some very good times which I will never forget.

When I was feeling down, I would sit by the window. Flint would always come along, put his paw on my shoulder, and bring my spirits up.

Flint was a very beautiful dog, too. He was a Shetland sheep dog, kind of like a collie. He was brown, black, and white with a long, white neck.

One day Flint was not feeling well. I took him to the vet. His illness was a painful, fatal disease. He lost a lot of weight and went from a healthy 73-pound dog to a sick 25-pound dog. People stopped me on the street and asked me if I ever fed him.

Soon the question became whether to let him live in pain and misery or to have him put to sleep. The majority of my family said to put him to sleep, but I said no.

(Continued)

Then I realized I was being cruel. I agreed with what they said. It was the only thing we could do to keep him from suffering. It was then I realized how very important he was to me.

Flint died at three o'clock on Thursday, May 17, 1974. It was the saddest day of my life.

From The Green Taste of Life, published by the Board of Education of the City of Chicago, 1977.

Answer

Responses may vary.

Criterion

The learner will write an appropriate title for an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Informational Listening: Identifying Details **Objective No.** 8

Objective Given an oral description of a familiar object, the learner will identify the object.

Teaching/Learning Strategy

Explain that descriptions may tell about the properties or characteristics of persons, places, and things in detail. Point out that a description of an object may include--

what the object looks like
how the object feels
what the object tastes like.

Identify an object in the classroom and elicit descriptive words related to it from the learners. List the words on the chalkboard and have the learners use them in oral descriptions.

Place a collection of objects in a box or a bag. Tell the learners that they will listen to a description of an unidentified object; then identify it. Select an object from the box, but do not expose it to the learners. Describe the object. Call on a volunteer to identify it. Help the learners state accurate descriptions of other objects. Use the following example:

> It is long, slender, and round. It is made of wood, metal, rubber, and graphite.

Answer

It is a pencil.

Criterion

The learner will identify an object after hearing a description of it. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Informational Listening: Identifying Details **Objective No.** 9

Objective Given an oral description of a familiar object, the learner will identify the object in writing.

Teaching/Learning Strategy

State the importance of using adjectives to describe persons, places, and things. Point out particular objects in the classroom and ask the learners to describe them. Make a list of the adjectives used in the descriptions as indicated in the suggested chart below.

ADJECTIVE CHART

TYPE	DESCRIPTION
What kind?	circular clock
	rectangular bulletin board
Which one?	science book
	small globe
How many?	one chalkboard
	several erasers

Place the following familiar objects which are related to a content area unit of study in a box: flask, graduated cylinder, medicine dropper, wax paper, and aluminum foil. Tell the learners that they will listen to a description of an object and then write the identity of the object. Select an object from the box, but do not expose it to the learners. Describe the object and have the learners write the identity of the object. Provide an opportunity for a learner to select an object and to describe it. Ask the learner to call on another learner to identify the object. Have the learner who identifies the object correctly select an object to describe and continue the procedure.

Criterion

The learner will identify a familiar object after hearing a description of it. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Level** J

Subskill Informational Listening: Identifying Details **Objective No.** 10

Objective Given an incomplete announcement, the learner will ask questions to elicit missing information.

Teaching/Learning Strategy

Tell the learners that announcements communicate important information. Stress the importance of listening carefully to oral announcements for the purpose of obtaining pertinent information. Direct the learners to use the 5 Ws for identifying pertinent information in announcements: who, what, where, when, and why. Instruct the learners to listen to announcements stated at assembly programs, over the public address system, and on WBEZ. Have them paraphrase the information and ask questions to clarify information whenever necessary.

Read aloud an announcement, omitting pertinent information. Use the model suggested below. Direct the learners to ask questions to elicit the missing information.

> A meeting for the fourth grade library club will be held on Friday, September 17, 1982, at 2:30 p.m.

Answer

Missing information: The library club will meet in the library for the purpose of electing officers for the school year.

Criterion

The learner will ask questions to identify the missing information in an announcement. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Informational Listening: Using Context Clues

Objective No. 11

Objective Given oral sentences from a content subject, the learner will identify content vocabulary words and give their meanings.

Teaching/Learning Strategy

List vocabulary words on the chalkboard which are pertinent to a content area unit of study. Pronounce each word, define it, and use it in a sentence. Write sentences on the chalkboard, underlining the words as suggested below.

LEARNING ABOUT INSECTS AND SPIDERS

abdomen
adult
antennae
butterfly
cocoon
grasshopper
insect
larvae
nectar
spider
thorax
wings

1. The hind legs of a grasshopper are very long and large.
2. All mature insects have three body parts: head, thorax, and abdomen.
3. Butterflies suck nectar from flowers through coiled tubes in their mouths.
4. Moths have feathery antennae.
5. We observed the moth cocoon in our classroom.

Have a learner read a sentence aloud and select another learner to give the meaning of the underlined words. Encourage the learners to use glossaries and dictionaries whenever necessary.

Answers

1. (grasshopper) A jumping insect with strong hind legs
2. (abdomen) A part of an insect's body which is farthest back
3. (nectar) A sweet liquid contained in flowers
4. (antennae) Feelers on the head of an insect
5. (cocoon) A silky case spun by a caterpillar

Criterion

The learner will use context clues to state the correct word meaning with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Informational Listening: Using Context Clues

Objective No. 12

Objective Given an oral paragraph from which words have been deleted, the learner will supply the appropriate words.

Teaching/Learning Strategy

State that the context of a paragraph can be used to identify the missing words in the selection. Point out that having background information on the paragraph's content facilitates identifying the missing words. Identify the theme of the following suggested paragraph. Read each sentence, saying "blank," for the deleted words. Tell the learners to listen to a second reading of the selection and write the words which would appropriately complete the paragraph.

LIVING THINGS

Plants and animals must __(1)__ able to adapt to __(2)__ in the climate, air, __(3)__, soil, and food supplies. __(4)__ the fittest survive and __(5)__ offspring. Some plants __(6)__ animals are unable to adapt __(7)__ changing conditions and become extinct. Others make necessary __(8)__ to survive. Animals may live in __(9)__ to survive and plants may __(10)__ longer roots to adapt to weather changes.

Answers

Answers may vary.

1. be 2. changes 3. water 4. Only 5. produce 6. and
7. to 8. changes 9. groups 10. grow

Criterion

The learner will supply appropriate words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Listening	**Grade 4**	
Subskill	Informational Listening: Noting Cause and Effect	**Objective No.**	13
Objective	Given an oral selection, the learner will identify effects for given causes.		

Teaching/Learning Strategy

Remind the learners that a cause-and-effect relationship shows that something makes another thing happen. Read aloud sentences similar to the following and ask the learners to identify the cause/effect relationships:

> The siren rang because I pushed the switch.
> If I turn the handle, the light will flash.
> You failed the test because you did not study.

Provide an opportunity for the learners to state sentences showing cause/effect relationships.

Read the following selection aloud. Instruct the learners to listen for the purpose of answering questions concerning cause-and-effect statements.

THE WHALING INDUSTRY

> The colonial whaling industry began in Massachusetts during the 1760s. The right whale was hunted at first because it provided whalebone used for umbrellas and various types of handles. However, by 1815 the sperm whale became the focus of American whalers.
>
> The industry peaked in the 1830s. Whale oil was important for lamps and cooking. However, the expanding petroleum industry brought about the decline of whaling. The development of kerosene provided a cheaper fuel and decreased the demand for whale oil.
>
> Conservation regulations **are used to limit whaling and** to prevent the extinction of an endangered species. The United States Congress passed legislation which prevented the importation of whale products.

Read the following "cause" phrases and ask the learners to identify the effects:

(Continued)

OBJECTIVE NO. 13 (cont.)

1. Legislation by the United States Congress ....
2. Cheaper kerosene prices ....
3. The development of the petroleum industry ....
4. A demand for whalebone ....
5. Conservation regulations ....

Answers

1. prevented the importation of whale products. 2. reduced the need for whale oil. 3. resulted in a decline in whaling. 4. increased hunting for the right whale. 5. helped to prevent extinction of an endangered species.

Criterion

The learner will identify causes and effects with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ____________________	p. _____	p. _____	p. _____
Nontextual ____________________	p. _____	p. _____	p. _____
Reinforcement ____________________	p. _____	p. _____	p. _____

Skill Listening

Grade 4

Subskill Informational Listening: Recalling Ideas

Objective No. 14

Objective Given a listening experience, the learner will deduce an answer to a question.

Teaching/Learning Strategy

Instruct the learners to listen to the details of the selection and write an answer to the question at the end. Read the following story, one sentence at a time:

> Today was Saturday, usually a busy day for shoppers. When Bob and Mary caught the downtown bus, they were surprised to see that their friend, Dave, was the only passenger aboard. Mary got off at the Maple Street stop while ten passengers got on at the front. After the bus left the downtown area, Dave was again the only passenger aboard. "This is a very unusual Saturday," thought Dave.
>
> Question: How many passengers got off the bus in the downtown area?

Answer

11

Criterion

The learner will answer a question by recalling details with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**
Subskill	Informational Listening: Recalling Ideas	Objective No. 15
Objective	Given a short article, the learner will recall details.	

Teaching/Learning Strategy

Instruct the learners that a news article answers the following questions: Who? What? Where? When? and Why? Read aloud a news article related to a current events topic. Direct the learners to listen to the selection and to write pertinent information on a form similar to the following:

Title________________
Who
What
Where
When
Why

Criterion

The learner will recall details from memory with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Informational Listening: Making Comparisons	**Objective No.**	16
Objective	Given an oral poem in which similes are used, the learner will identify the similes and explain their meanings.		

Teaching/Learning Strategy

Tell the learners that poems are word pictures which help us see ordinary things in a special way. Explain that one way to do this is through the use of similes. Remind the learners that similes are comparisons which usually include the terms like or as. Read aloud the following poem and ask the learners to identify the similes and explain their meanings:

Snowflakes
by Warner Allen Schub

Flakes of snow came down from the sky,
And down on the ground they peacefully lie.
Like stars, they sometimes fly;
Like people, they sometimes die.

From The Green Taste of Life, published
by the Board of Education of the City
of Chicago, 1977.

Answers

Similes: 1. Like stars, they sometimes fly. 2. Like people, they sometimes die.

Meanings: Responses can vary.

Criterion

The learner will identify similes in oral poems and explain their meanings with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Listening	**Grade 4**
Subskill	Informational Listening: Making Comparisons	**Objective No.** 17

Objective Given an oral poem containing metaphors, the learner will identify the metaphors and explain their meaning.

Teaching/Learning Strategy

Remind the learners that metaphors are implied comparisons between dissimilar objects and ideas. Read the following poems aloud slowly and ask the learners to identify the metaphors and explain their meanings:

The Vacuum Cleaner
by Christy Fertl

I have an anteater that cleans my rug.
He has a tail but this one's a plug.
He can't eat an ant, a mouse, or a bug.
But he knows what he's good for -
  cleaning my rug.

From The Green Taste of Life, published
by the Board of Education of the City
of Chicago, 1977.

Answers

Metaphors: A vacuum cleaner is compared to an anteater. The plug of a vacuum cleaner is compared to the tail of an anteater.

Meanings: Responses can vary.

Criterion

The learner will identify and explain the meaning of metaphors in a poem with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Informational Listening:
Making Comparisons

Objective No. 18

Objective Given an oral selection, the learner will identify the figures of speech and explain the comparisons.

Teaching/Learning Strategy

Review the differences between similes and metaphors. Instruct the learners to listen for these figures of speech and to be prepared to identify and discuss them. Read the following poem:

Watching the Sky

My eyes like marbles watch the sky,
I see white sheep go sailing by.
There goes a cloud above my house;
It looks just like a tiny mouse.
Now suddenly out of the blue,
The sun, like jewels, shimmers through.
And so my vision of the sky
Becomes a flitting butterfly.

Answers

eyes like marbles--simile
cloud like mouse--simile
butterfly--metaphor
clouds - white sheep--metaphor
sun like jewels--simile

Criterion

The learner will identify figures of speech in an oral selection and explain the comparisons with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
[illegible]ual		p.	p.	p.
[illegible]textual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening

Grade 4

Subskill Informational Listening: Outlining Information

Objective No. 19

Objective The learner will use a two-level outline to organize information presented in an oral selection.

Teaching/Learning Strategy

State that an outline is a form for organizing information according to main ideas and supporting details. Place a model of this form on a chart as indicated below and display it in the classroom.

THE OUTLINE

(Title)

I. (Main Idea)
    A. (Supporting Detail)
    B. (Supporting Detail)
II. (Main Idea)
    A. (Supporting Detail)
    B. (Supporting Detail

Read aloud a content area selection. Instruct the learners to listen for the main ideas and supporting details of the selection. Point out the importance of using words, phrases, or sentences in the outline. Stress the need for parallel structure. Read the selection again and direct the learners to use a two-level outline to organize the information.

Moths and Butterflies

Moths and butterflies are insects. However, they differ from each other in several ways. Moths have feathery antennae. Their bodies are plump. Butterflies have knoblike antennae. Their bodies are slender.

(Continued)

OBJECTIVE NO. 19 (cont.)

Answers

Moths and Butterflies

- I. Moths are insects.
  - A. Moths have feathery antennae.
  - B. Moths have plump bodies.
- II. Butterflies are insects.
  - A. Butterflies have knoblike antennae.
  - B. Butterflies have slender bodies.

Criterion

The learner will use a two-level outline to organize the information in an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Informational Listening: Summarizing Information **Objective No.** 20

Objective Given three sentences, the learner will choose the one that best summarizes a selection.

Teaching/Learning Strategy

Tell the learners that a statement of the main idea(s) of a selection is called a summary. Direct the learners to listen for the main idea in the following oral selection and to be prepared for a follow-up discussion.

The Fox and the Grapes

> One hot summer's day, a fox was strolling through an orchard when he saw a bunch of grapes hanging from a very high branch. "Just the thing to quench my thirst," said he. Drawing back a few paces, he took a run and a jump, but just missed the grapes. Trying again, he jumped up, but with no greater success. Again and again he tried to reach the delicious grapes, but finally he had to give up. He walked away with his nose in the air, saying, "I'm sure they are sour anyway."

Lead a discussion of the main idea of the selection. Guide the learners to the selection of ideas such as the following, and write them on the chalkboard. Ask them to identify the sentence which summarizes the selection best.

1. Although he tried very hard, the fox could not get the grapes.
2. The fox pretended not to want the grapes because he could not get them.
3. The fox wanted the grapes because he was thirsty.

Answer

The fox pretended not to want the grapes because he could not get them.

Criterion

The learner will select the best summarizing sentence of a given selection with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Informational Listening: Summarizing Information	**Objective No.**	21
Objective	Given an oral selection, the learner will write a two-sentence summary.		

Teaching/Learning Strategy

Tell the learners that a brief, concise statement of the main ideas of a selection is called a summary. Indicate that notes are useful for gathering pertinent information in order to summarize an oral selection. Read aloud a short selection from a basal reader, language arts text, or content area book. Direct the learners to take notes to help them recall the main ideas. Conduct a discussion of the selection; list several elicited main ideas on the chalkboard. Instruct the learners to write a two-sentence summary of the selection. Use an example similar to the following:

Insects

> There are many kinds of insects,with almost one million kinds which are described by scientists. Most insects have certain traits or properties in common, such as six legs, head, thorax, abdomen, and two pairs of wings. There are certain physical properties or traits that separate insects into four groups. Members of these four groups include butterflies and moths; beetles; flies, gnats, and mosquitoes; and bees, wasps, and ants.

Answers

Responses can vary. Possible answer: Almost one million insects have been grouped by their physical traits or properties. These physical features are six legs, head, thorax, abdomen, and two pairs of wings.

Criterion

The learner will summarize a given selection in two acceptable sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Listening	**Grade 4**	
Subskill	Informational Listening: Taking Notes	**Objective No.**	22
Objective	Given an oral selection, the learner will take notes on the important ideas.		

Teaching/Learning Strategy

Stress the need for writing the important ideas when taking notes. Explain that notes may be written in a word, phrase, or sentence format. Show the learners how to use a simple outline or list when writing notes. Emphasize that notes may be used for the following purposes: to prepare oral and written reports, to recall information, to answer questions, and to study for tests.

Provide the learners with a suggested format for note-taking. Use the model suggested below to help the learners list the main ideas and details when taking notes. Explain that the "Wh" questions may change according to the content of the selection.

Title: ____________________
Who/What: ____________________
____
When: ____________________
____
Where: ____________________
____

Read aloud a short current events or content area selection. Direct the learners to take notes on the important ideas. Check their notes to determine if the important ideas are listed.

Criterion

The learner will take notes on an oral selection, listing the important ideas. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Critical Listening: Auditory Discrimination **Objective No.** 1

Objective Given an opportunity to hear intonations, the learner will interpret the message.

Teaching/Learning Strategy

Explain that vocal intonations convey meaning. Show how changes in intonation alter word meaning. Use sentence examples similar to the following:

1. Did you ever see a house fly?
2. Did you ever see a housefly?
1. Have you ever seen a kitchen sink?
2. Have you ever seen a kitchen sink?

Point out that we stress the words fly and sink in the first sentences and the words house and kitchen in the second sentences. Read the parallel sentence examples and ask the learners to interpret the messages conveyed in the sentences, using intonations as cues.

Place the following list of words with different pronunciations on the chalkboard:

present	record	contract
present	record	contract

State the words in oral sentences, using intonations to convey meaning. Ask the learners to interpret the messages conveyed in the sentences.

Answers

Sentence 1--Fly is used as a verb. Sentence 2--Fly is used as a noun. Sentence 1--Sink is used as a verb. Sentence 2--Sink is used as a noun.

Criterion

The learner will derive meaning from intonation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Critical Listening:
Fact and Fantasy **Objective No.** 2

Objective Given oral selections, the learner will identify one that is fact and one that is fantasy.

Teaching/Learning Strategy

Help the learners differentiate between fact and fantasy in stories by grouping the ideas or happenings in the selections as fantastic or possible. Write the titles of the selections suggested below on the chalkboard. Tell the learners that you will read these selections aloud and will ask them to identify one as fact and one as fantasy.

THE EARTH

> The earth is very large in size when compared with the size of the people and of the plants and animals that live on it. It has many different kinds of climates, ranging from very cold at the North and South Poles, to very hot at the equator. Some plants and animals live in all parts of the world. Some that live in the North are adapted to a cold climate, and others that live in the torrid zone are adapted to a hot climate. To survive, living things must be adapted to the conditions in which they live. Man is able to live in many climates because he has learned to clothe himself, to use heat in cold regions, air conditioning in hot regions, and irrigation in dry regions. Man can, to quite an extent, control his environment. Plants and animals cannot do this. Only those kinds have survived that have been able to adjust to their environment.

(Continued)

Miss Kind

In a little village called Oakwall, there once lived an old woman. Having no children of her own, she adopted any and all animals that wandered to her cottage. Each animal was given a name that it answered to and a special place at the dinner table. The animals loved the old woman, but could not address her by name. They had never heard anyone call her name. One day the calico cat called a meeting of the animals to select a name for the old woman. After many animal speeches, the mouse spoke. "We are very lucky to be treated so royally by this kind woman, so why don't we call her 'Miss Kind'?" All the animals voted, "aye," and that is what the old lady is called today.

Have the learners identify additional examples of fact and fantasy selections in their basal readers, language arts texts, and content area books. Encourage them to read fact and fantasy books and to keep a list of their reading on the following suggested form.

RECREATIONAL READING BOOKS

Name ______________________________

Fact	Fantasy
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________

Answers

The Earth - fact; Miss Kind - fantasy

Criterion

The learner will distinguish between fact and fantasy selections with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Critical Listening: Fact and Fantasy **Objective No.** 3

Objective Given a shape and an oral description of it, the learner will identify the shape as fact or fantasy.

Teaching/Learning Strategy

Remind the learners that fact is related to possible ideas and happenings, and fantasy is related to fantastic ideas and happenings. Divide the learners into pairs for the purpose of preparing fact and fantasy shapes and corresponding descriptions. Relate the shapes to literature selections or content area units of study. Have one learner prepare the fact shape and the other the fantasy shape.

Provide an opportunity for the learners to share their shapes in small groups, giving a brief oral description of it, without identifying it as fact or fantasy. Direct the other learners to identify the shape as fact or fantasy. Prepare a bulletin board display of the shapes.

Criterion

The learner will identify a shape as fact or fantasy. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**
Subskill	Critical Listening: Relevant and Irrelevant Information	**Objective No.** 4
Objective	Given an oral selection, the learner will identify the sentences that do not relate to the theme of the selection.	

Teaching/Learning Strategy

Remind the learners that relevant ideas pertain to the main idea or central theme of a selection. Select a passage and insert two unrelated ideas. Read the following suggested selection aloud and direct the learners to listen for the purpose of identifying the ideas which do not relate to the theme of the selection:

The Universe

> As the earth rotates on its axis, it also revolves around the sun in an elliptical orbit. Each complete rotation equals one day and each revolution, an earth-year. Jets travel from Chicago to Mexico City in four hours. The orbits of other planets take different lengths of time, depending on their distances from the sun. We can drive around the lake in two hours. The distance from the sun also determines the amount of sunlight received by planets.

Answers

Unrelated ideas: 1. Jets travel from Chicago to Mexico City in four hours. 2. We can drive around the lake in two hours.

Criterion

The learner will determine relevant and irrelevant items with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Critical Listening:
Finding Supporting Evidence

Objective No. 5

Objective Given a selected paragraph, the learner will identify the details which support the main idea.

Teaching/Learning Strategy

Remind the learners that most paragraphs contain main ideas and supporting details. Point out that the main idea may be stated at the beginning, middle, or end of the paragraph. Read the following suggested paragraph and have the learners identify the details which support the main idea:

COMETS

> Comets are a part of the solar system. They travel around the sun. Their appearance is unusual, and they are composed of solids and gases. Some comets have very long tails; others appear to have no tails at all.
>
> Main Idea: Comets are a part of the solar system.

Answers

Supporting details: 1. They travel around the sun. 2. Their appearance is unusual. 3. They are composed of solids and gases. 4. Some comets have long tails. 5. Others have no tails at all.

Criterion

The learner will identify supportive details with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Critical Listening: Finding Supporting Evidence **Objective No.** 6

Objective Given an opinion drawn from an oral selection, the learner will give evidence to support the opinion.

Teaching/Learning Strategy

Explain the characteristics of fact and opinion. Point out that a factual statement's truth or falsity can be proved by pointing to specific information. Show how different opinions can be stated on the same question. Stress that an opinion reflects an individual's feeling on a specific matter. Read aloud the following selection and have the learners identify the evidence which supports the opinion.

Chicago, an Exciting City

Chicago is a very exciting city. The lakefront, with its parks, beaches, and boats, is a beautiful sight. Planes can be seen taking off and landing continually at its three airports: Meigs, O'Hare, and Midway. Boys and girls, teenagers, and men and women are constantly riding bicycles, jogging along paths, playing on tennis courts, and fishing from the shore at the city's many rivers, lakefront areas, and other recreational areas. Many like to stop and sample a "taste" of the city's famous ethnic foods. At night the lights from the tall buildings make Chicago a city of lights. From far across the city we can see the top of the Hancock Building and the Sears Tower. Chicagoans are able to attend plays, concerts, sports events, operas, and ballets in their exciting city.

Opinion: Chicago is an exciting city.

OBJECTIVE NO. 6 (cont.)

Answers

Evidence to support the opinion: 1. The lakefront is a beautiful sight. 2. Planes can be seen taking off and landing at the airports. 3. People are riding, jogging, playing, and fishing. 4. People are "tasting" ethnic foods. 5. The city lights up at night. 6. There are many recreational activities for people to attend.

Criterion

The learner will give evidence from an oral selection to support a written opinion. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________________	p. ____	p. ____	p. ____
Nontextual	______________________________	p. ____	p. ____	p. ____
Reinforcement	______________________________	p. ____	p. ____	p. ____

Skill Listening

Subskill Critical Listening:
Finding Supporting Evidence

Grade 4

Objective No. 7

Objective Given a discussion, the learner will identify the supporting details in an incomplete outline.

Teaching/Learning Strategy

Prepare an incomplete outline as indicated below. Relate the outline to a language arts or content area unit of study. Remind the learners that each main idea has a Roman numeral in front of it, and each supporting detail has a capital letter in front of it. Point out the use of periods after the Roman numerals and capital letters.

My Daily Activities

I. Before school

    A. Breakfast
    B. Chores

II. During school day

    A. Opening exercises
    B. Reading
    C. Mathematics
    D. (Note: Include other subject areas.)
    E.
    F.
    G.
    H.
    I.
    J.

(Continued)

III. After school

   A. Chores
   B. Leisure activities
   C. Dinner
   D. Homework

Answers

Responses can vary.

Criterion

The learner will identify the supporting details in an incomplete outline.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Critical Listening:
Making Inferences

Objective No. 8

Objective Given a word-picture riddle, the learner will infer the answer.

Teaching/Learning Strategy

Remind the learners that a riddle is a type of word puzzle. Point out the importance of using details to answer the riddles. Read the riddle suggested below to the learners, omitting the final line. Ask them to answer the riddle. Elicit the details which helped them infer the answer.

A Riddle
by Jackie Shane

It's white and fluffy, everything nice.
When melted, it turns into slippery ice.
It falls from the sky, turning here, floating there
But it comes only when there is crisp, cold air.
It's here in the winter, and stays for some time;
Some countries don't have it, but it comes to mine.
Guess what it is, I'm sure you know,
It comes by the flake, and we call it snow.

From The Green Taste of Life, published by the Board of Education, City of Chicago, 1977.

Read additional examples of word-picture riddles to the learners and have them infer the answers to the riddles.

Criterion

The learner will identify the answer for a word-picture riddle with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Critical Listening: Making Inferences

Objective No. 9

Objective Given oral advertisements, the learner will infer answers to questions.

Teaching/Learning Strategy

Read several selections from the classified advertising section of a newspaper. Elicit from the learners information about the selection which is not specifically stated. Use an example similar to the following:

> LOST: A one-year-old cat. It has long orange, black, and white hair. It has one green eye and one gray eye. It is declawed and has a rhinestone collar. Its name is Amber. Reward $50.00. Call 423-4867.

Prepare questions similar to the following and have the learners answer them in writing:

1. Why is this a valuable cat?
2. Would you worry about this cat scratching the furniture?
3. Could you return this cat directly to its owner?
4. Do you think that this is a house cat? Why?

Answers

Responses can vary. Suggested responses are--
1. The cat is valuable because the owner will pay a reward for its return. 2. No, the cat's claws have been removed. 3. No, you must telephone because an address is not given. 4. Yes, because outside (alley) cats seldom wear fancy collars. Cats that live outside need their claws for self-defense.

Criterion

The learner will infer answers to questions with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Critical Listening:
Making Interpretations

Objective No. 10

Objective Given an oral selection containing idioms, the learner will explain the idioms in his/her own words.

Teaching/Learning Strategy

Tell the learners that idioms are words or expressions peculiar to a group, community, region, or nation. Explain that languages have idioms which are usually easily understood by the native speaker of the language. Place a list of idiomatic expressions, such as all thumbs, read between the lines, and stand on your own two feet, on the chalkboard, a chart, or a transparency. Discuss the idioms with the learners and have them add idioms to the list. Have the learners select an idiom, use it in a sentence, explain its meaning.

Read a selection similar to the following and direct the learners to explain the idioms in their own words.

> Sarah moped about with a long face, feeling sorry for herself. Her mom had hit the ceiling over Sarah's low achievement scores. "You will simply have to turn over a new leaf, Sarah," her mother said. "You are spending too much time glued to the television. Sarah was on pins and needles, thinking that all of her television privileges would be taken away.

Answers

1. with a long face--feeling sad; anxious 2. hit the ceiling--angry 3. turn over a new leaf--change her work habits 4. glued to the television--watching television too much 5. on pins and needles--fearful; nervous. Responses will vary.

Criterion

The learner will explain idioms in his/her own words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening

Grade 4

Subskill Critical Listening: Drawing Conclusions

Objective No. 11

Objective Given an oral selection, the learner will write a logical conclusion as implied by the content.

Teaching/Learning Strategy

Remind the learners that the conclusion of a selection is the ending and that it usually follows the main ideas and details preceding it. Read a selection similar to the one listed below, omitting the conclusion. Instruct the learners to write a logical conclusion for the selection.

> Johnny stole out of bed and tip-toed down the back steps. The mournful sound had kept him awake most of the night, and he could bear it no longer. "I hope they don't wake up," he whispered to himself. He knelt down, feeling for a shoe box in his darkened closet. Suddenly, he ran up the steps and bounded under the covers, the trembling ball of fur still clutched in his hand.

Provide an opportunity for the learners to share their conclusions in small groups.

Answers

Responses can vary. They should follow logically from the content of the selection.

Criterion

The learner will write a logical conclusion to an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening **Grade 4**

Subskill Critical Listening: Predicting Outcomes **Objective No.** 12

Objective Given a science concept and a suggested activity, the learner will predict the outcome of the activity.

Teaching/Learning Strategy

Discuss concepts presented in a science unit of study as indicated below. Have the learners complete the suggested activities in small groups. Ask each group to predict an outcome for the activity.

> Concept 1: All matter appears in three basic states (solid, liquid, or gas), each of which has its own characteristics. Solids have a definite shape and volume until something happens to change them.
> Activity: Place ice cubes in a tray on a table in the room and predict what will occur.
>
> Concept 2: Liquids have a definite volume, but they do not have a definite shape.
> Activity: Use containers of various shapes, such as a cola bottle, a quart jar, or a water glass, and pour the same amount of water into each. Predict the outcome.
>
> Concept 3: Plants and animals are especially fitted for the environment in which they live.
> Activity: Place a plant in a dark closet for three days. Do not water it. Predict what will occur.

Answers

1. The warm air will change the ice from a solid to a liquid, thereby changing the shape. 2. The water in each container will be a different shape, but the volume will be the same. 3. The leaves and stem will wilt and droop.

Criterion

The learner will predict outcomes of science activities with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening

Subskill Critical Listening: Fact and Opinion

Grade 4

Objective No. 13

Objective Given statements orally, the learner will identify which are fact and which are opinion.

Teaching/Learning Strategy

Remind the learners that a factual statement can be verified and that an opinion cannot be verified. Explain that everyone may not agree with an opinion statement.

Write the following statements on the chalkboard or on a transparency. Have the learners read the statements, differentiate between fact and opinion, and tell why they made the choice.

1. All girls like to play tennis.
2. Butterflies are insects.
3. Chicago is the most beautiful city in the world.
4. Springfield is the capital of Illinois.
5. Chicago is the largest city in Illinois.
6. Mrs. Wilson is the best teacher in Chicago.
7. A Buick is a better car than a Volvo.
8. Spanish is spoken in Chicago.
9. Girls like mysteries better than animal stories.
10. The Sears Tower is the tallest building in Chicago.

Answers

Fact statement: 2, 4, 5, 8, 10
Opinion statement: 1, 3, 6, 7, 9

Criterion

The learner will identify fact and opinion statements with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Critical Listening: Fact and Opinion **Objective No.** 14

Objective Given a newspaper article read orally, the learner will determine fact and opinion statements.

Teaching/Learning Strategy

Remind the learners that a fact is a statement about the real world which can be proved, and an opinion is a belief or judgment about a person, group, idea, or happening. Select examples of news articles, feature stories, and editorials from a newspaper. Ask a learner to orally read one of the selections from the newspaper. Place the following suggested form on the chalkboard and direct the learners to use it to identify fact and opinion statements:

Title ________________________________

Facts	Opinions

Provide an opportunity for the learners to discuss their fact and opinion statements in small groups.

Criterion

The learner will determine fact and opinion statements with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Critical Listening:
Detecting Bias and Propaganda

Objective No. 15

Objective Given oral examples and discussion, the learner will recognize biased or slanted expressions.

Teaching/Learning Strategy

Explain that some expressions are used to influence the thoughts and actions of individuals. Point out that sometimes these expressions are biased or slanted. Tell the learners that biased or slanted expressions emphasize certain details or aspects of ideas, services, or products. Use examples similar to the following to demonstrate how words and expressions can be used to slant or sway opinions:

> The expensive walnut table had skinny legs.
> The expensive walnut table had slender legs.
>
> The worker completed the project in record time.
> The craftsman completed the project in record time.
>
> We wish you would come on our class trip to the aquarium.
> We wish you would come on our interesting excursion to the aquarium.

Ask the learners to find additional examples of biased or slanted expressions in their language arts texts or content area books. Have them read the examples and ask other learners to identify the biased or slanted expressions.

Refer to previous experiences with fact and opinion and tell the learners that the editorial page of the newspaper provides the reader a place to write his own opinions and to read those of others. Read a selection from an editorial page orally. Direct the learners to listen to determine what idea(s) the writer is trying to convey and the kinds of words and expressions that are used in the process. Use an example similar to the one suggested below.

> The members of the Chopper's Village Club were "horrified" to learn of the depletion of the funds that had been earmarked for charity. During a heated discussion, one member implied that the treasurer's reports were doctored. Not a word of reference was made, however, to the frequent and expensive helicopter trips this group has taken for pleasure. According to some club members, disappointment was ahead for the Children's Home.

OBJECTIVE NO. 15 (Cont.)

Answers

1. were horrified
2. heated discussion
3. treasurer's reports were doctored
4. frequent and expensive helicopter trips

Criterion

The learner will recognize biased or slanted expressions. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________________	p. ______	p. ______	p. ______
Nontextual	____________________	p. ______	p. ______	p. ______
Reinforcement	____________________	p. ______	p. ______	p. ______

Skill Listening **Grade 4**

Subskill Critical Listening: Detecting Bias and Propaganda **Objective No.** 16

Objective Given oral advertisements, the learner will identify three propaganda techniques.

Teaching/Learning Strategy

Tell the learners that advertisements use different propaganda to sell products or services. Write the following information about propaganda techniques on the chalkboard and discuss it with the learners:

Propaganda Technique	Explanation
Testimonial	Uses a famous person or an authority to convince others to follow his/her example.
Band Wagon	Stresses the importance of being part of the group or crowd.
Snob Appeal	Focuses on people who want to be different from the group or crowd.
Plain Folks	Makes an important person seem like an individual "just like us."
Glittering Generalities	Implies that everyone has the same likes or dislikes.
Name-Calling	Uses an unflattering name to describe an opposing person or idea.
False Promises	Exaggerates the benefits of the product or idea being sold.

Read several examples of advertisements aloud or play a tape of selected types of radio and/or television commercials. Guide the learners to identify the propaganda techniques used in the commercials. Use commercials similar to the following:

> New television star, Rick Ring, says, "Use Super-Sharp--the world's greatest pencil." (Testimonial)
>
> Governor Bucks is the best because he's one of us. (Plain Folks)
>
> Henry Hustle, the champion skater, wants you to know that he supports William B. Flame for Fire Commissioner. (Testimonial)
>
> Last year, one million students visited Fun Carnival. You owe it to yourself to visit us, too. (Band Wagon)

Encourage the learners to bring additional examples of advertisements, using various propaganda techniques. Prepare a bulletin board of the advertisements, listing them under the propaganda techniques.

Criterion

The learner will identify propaganda techniques used in advertisements with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Critical Listening: Listening for Relationships	**Objective No.**	17
Objective	Given an oral list of topics and appropriate words under each, the learner will group the words according to topics.		

Teaching/Learning Strategy

Point out the importance of grouping or organizing words, ideas, and experiences properly. Stress the importance of looking for relationships when grouping information. Place the following topics on the chalkboard or a transparency: Trees, Insects, Sports, States, and Cities. Read the suggested words in the box below and ask the learners to group the words under the appropriate topic.

bark	twig	bud	hardwood	leaves
antenna	butterfly	grasshopper	larvae	tennis
baseball	football	golf	soccer	wings
Chicago	Springfield	Milwaukee	Detroit	Rockford
Illinois	Michigan	Indiana	Ohio	Wisconsin

Answers

Trees	Insects	Sports	Cities	States
bark	antenna	baseball	Chicago	Illinois
twig	butterfly	football	Springfield	Michigan
bud	grasshopper	golf	Milwaukee	Indiana
hardwood	larvae	tennis	Detroit	Ohio
leaves	wings	soccer	Rockford	Wisconsin

Criterion

The learner will group words according to topic with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Listening

Subskill Critical Listening:
Listening for Relationships

Objective Given an oral selection, the learner will tell which sentence does not relate to the selection and why.

Grade 4

Objective No. 18

Teaching/Learning Strategy

Read or play a taped selection that has been altered so that it contains one or two irrelevant sentences. Instruct the learners to listen to note the sentences that do not belong with the remainder of the selection, and be prepared to tell why. Read or play a selection such as the following:

> Here the five hungry boys and girls stood, waiting to roast weiners on the open grill. Jerry had finally started the fire, and now the coals were just right. Jennifer sat in her back yard making doll clothes. As the weiners sizzled on the grill, everyone helped to get the buns ready.

Answer

Jennifer sat in her back yard making doll clothes is not related to the main idea of the selection.

Criterion

The learner will identify the irrelevant sentence and explain his/her choice with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Recognition of Accent **Objective No.** 1

Objective Given oral words of varying accent patterns, the learner will identify the patterns through gesticulation.

Teaching/Learning Strategy

Select words from a recently read selection that include as many as five or six syllables. Involve the learners in the correct pronunciation of each word, stressing the accented syllables. Draw a pattern on the chalkboard for each word, such as the following:

to- mor′-row	noth′-ing
char′-ac-ter-'is′-tic	re-spon′-si-'bil′-i-ty

Have the learners pronounce and pattern several words on the chalkboard. Have the learners make the patterns of unfamiliar words by raising and lowering the hand in accordance with the various accent patterns.

Use the suggested words and stress patterns. Note primary and secondary stress.

abdicate	ab′ - di - cate
acknowledgment	ac - knowl′ - edg - ment
inaccessible	in′ - ac - ces′ - si - ble

Have volunteers write words to be articulated by the class.

Criterion

The learner will identify accent patterns through gesticulation with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**
Subskill	Recreational Listening: Identification of Rhythm	**Objective No.** 2
Objective	Given rhythmic listening selections, the learner will respond to the rhyming pattern of each line.	

Teaching/Learning Strategy

Select for oral reading two rhyming stanzas of differing stress patterns. Instruct the learners to listen and to clap or step out the rhyming pattern after the selection is read. Ask the learners to identify the lines with matching patterns.

Read the following selections:

1. I don't believe that there ever will be
   A day I can do as I wish.
   Like sleeping late and at last feeling free.
   To empty the candy dish.

2. When I grow up I will build me a house.
   A house of stone and lumber
   No one will visit because there will not be
   A street name or a number.

Answers

Lines 1 and 3 in the first example have matching patterns.
Lines 2 and 4 in the second example have matching patterns.

Criterion

The learner will respond to the rhythmic patterns of oral stanzas with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Identification of Rhyme **Objective No.** 3

Objective Given an incomplete poem with a rhyming pattern, the learner will supply the omitted line.

Teaching/Learning Strategy

Tell the learners that rhyme consists of a similarity of sounds at the ends of words or lines of poetry. Read several rhyming poems to the learners and ask them to identify the rhyming words/lines in the poems. Have the learners find examples of rhymes in poems. Allow them to share their examples with the group.

Read the following poem to the learners, omitting the last line in each stanza. Have the learners suppy the missing lines, following the rhyming pattern of the poem.

The Rainbow by Elizabeth Rim

The rainbow arches in the sky,
But in the earth it ends,
And if you ask the reason why,
They'll tell you that depends.

It never comes without the rain,
Nor goes without the sun,
And though you try with might and main,
You'll never catch me one.

From The Passing Zone, Board of
Education of the City of Chicago, 1982

Answer Responses will vary.

Criterion

The learner will suppy an omitted line in a rhyming poem. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Interpretation of Tone **Objective No.** 4

Objective Given a telephone conversation in which only one speaker is heard, the learner will determine the topic of the conversation.

Teaching/Learning Strategy

Write several hypothetical situations with relevant phrases similar to the ones listed below on strips of paper; fold the strips.

Conduct a discussion in which the learners share their experiences with telephone conversations they have overheard. Point out that we can often determine the mood and topic of a telephone conversation by listening to only one speaker's words and tone of voice.

Pass a folded strip of paper to each of the learners who is to speak, instructing him/her to conceal the contents of the paper from neighbors. Have the speaker study the situation stated on his/her slip of paper, then act out the telephone skit by reading aloud the words that follow "Say." Tell the rest of the group to listen to each speaker and guess the topic of conversation.

Situation 1: You have just learned that you passed your test.
Say: "Oh, boy! That's great! I really studied hard for that one."

Situation 2: You are trying to lessen your punishment.
Say: "Please, Dad...but...a whole week is too long. I only broke one...!"

Situation 3: Your friend won't be able to come to your party.
Say: "Oh! I'm so sorry. We'll really miss you, but I'll save you some of the goodies anyway."

Situation 4: You're jealous of the new pupil at school.
Say: "I don't think he's so smart. He did? I could have made 100 if I had studied. Which school did he go to last year?"

(Continued)

Answers

1. The speaker is happy that he did well on an assignment.
2. The speaker is begging to be excused for breaking something.
3. The speaker is disappointed that an invited guest won't be present at his/her event.
4. The speaker is envious of a new pupil.

Accept any reasonable response.

Criterion

The learner will determine topics of hypothetical telephone conversations with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening

Grade 4

Subskill Recreational Listening: Recognition of Theme

Objective No. 5

Objective Given a listening selection, the learner will write the theme.

Teaching/Learning Strategy

Explain to the learners that the theme of a selection is related to its main or central idea. Show examples of selections in basal readers, language arts texts, and content area books which are grouped according to theme.

Read the following selections to the learners and have them identify the theme of each:

WHAT IS WINTER?*
by Karen Dixon

What is winter where you are?
Snow and ice and a cold high star?
Soft white flakes and snowball fights?
Warm in bed on dark cold nights?

Or is your winter one of flowers,
Golden sun, and long, bright hours?
Plants of green and sky of blue -
Is that how winter is for you?

White or green,
Ice or sun,
Winter comes,
Summer's done.

SUMMER STORM*
by James Kerrigan

Skies turn dark and gray.
The wind turns cold, and
heavy rains
Overflow the gutters
And drench the flowers.
Lightning flashes in the sky
And thunder rumbles nearby,
Scaring little children,
Who run to their mothers.

Answers: Responses can vary. Accept reasonable answers.

Criterion

The learner will write the theme of a selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

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*From Freckled Fantasies, published by the Board of Education, City of Chicago, 1979.

Skill	Listening	**Grade 4**	
Subskill	Recreational Listening: Recognition of Plot	**Objective No.**	6

Objective Given a story orally, the learner will sketch the important events in sequential order.

Teaching/Learning Strategy

Pass out drawing paper and crayons. Tell the learners that, after hearing a story, they are to draw sketches of important events from the beginning, the middle, and the end. Each learner must draw at least three sketches. Read a version of "The Ugly Duckling" by Hans Christian Andersen in The Arbuthnot Anthology of Children's Literature, page 311. Select volunteers to exhibit their sketches and retell the story from them. Involve the entire group in the selection, arrangement, and the pasting of the sketches to create a mural of the story. Extend this activity to other stories and poems throughout the school year. Suggest a sequential arrangement of the pictured plot similar to the following:

Beginning

1. Mother duck looking at a very large egg in a nest. Baby ducklings standing around.
2. A very large and ugly duckling emerging from a cracked egg.
3. Mother duck walking with her ducklings; ugly duckling being attacked by other birds.

Middle

1. Ugly duckling running away, still being attacked by ducks and birds.
2. Winter. Ugly duckling frozen in a pond of ice.
3. Spring. Ugly duckling in a garden watching a flock of beautiful swans in a pond.

End

1. Ugly duckling entering the pond, begging the swans to kill him.
2. Ugly duckling looking at his image in the pond and discovering that he has changed to a beautiful swan.
3. The happy duckling being fed and admired by children as he swims proudly in the pond.

(Continued)

Have the learners write a class story related to a content unit of study. Select a theme and characters for the story. Identify the important events of the story in sequential order and list them on the chalkboard or on a transparency. Divide the class into small groups and have each group select an event and write that part of the story. Ask a reader from each group to read his/her part of the story in sequential order.

Criterion

The learner will sketch the important events of a story in sequential order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Recreational Listening: Recognition of Characterization	**Objective No.**	7
Objective	Given two selections orally, the learner will compare and classify the traits of the principal characters.		

Teaching/Learning Strategy

Prepare a worksheet such as the following or use the chalkboard:

	Kind	Selfish	Troubled	Greedy	Just
The sisters					
Cinderella					
The fisherman's wife					
The stepmother					
The fisherman					

Direct the learners' attention to the list of characters and traits. Instruct them to listen to be able to classify each character according to the trait(s) depicted in the stories. Read the two Grimm tales, "The Fisherman and His Wife" and "Cinderella." Conduct a discussion after the readings in which responses are elicited and checked on the chart. Have the learners state details from the stories to substantiate their responses.

Answers

Answers will vary. Possible responses:

The sisters	selfish, greedy
Cinderella:	kind, troubled
The fisherman's wife:	selfish, greedy
The stepmother:	selfish
The fisherman:	kind, troubled, just

Criterion

The learner will compare and classify the traits of story characters with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Listening	**Grade 4**	
Subskill	Recreational Listening: Recognition of Mood	*Objective No.*	8
Objective	Given a story orally, the learner will identify the mood(s) created by selected passages.		

Teaching/Learning Strategy

Read "Thumbelina" by Hans Christian Andersen to the class. Write ten mood words on the chalkboard; two words should be appropriate to each of five passages. Explain that mood words describe feelings that are experienced or imagined as one reads or listens to a selection. Write on the chalkboard or pass out duplicated copies of the following passages from the story:

1. "Thank you, thank you!" cried the woman.
2. Old mother toad bowed low and said to Thumbelina, "Here is my son. He is to be thy husband; and you will dwell together down in the mud."
3. When the poor tiny creature awoke and saw where she was, she began to weep bitterly.
4. They looked at Thumbelina, saying, "She has only two legs!" "How miserable that looks!" "How very ugly she is!"
5. "The cold winter will soon be here," said the swallow. "...come fly away with me, Thumbelina."

Have the learners select two of the following words to match with each passage: grateful, secure, dreadful, fearful, envious, protected, jealous, alarmed, horrible, thankful.

Answers

Possible responses: 1. grateful, thankful; 2. dreadful, horrible; 3. alarmed, fearful; 4. envious, jealous; 5. secure, protected.

Criterion

The learner will identify the mood(s) in selected passages. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Recognition of Emotion **Objective No.** 9

Objective Given an oral selection containing imagery, the learner will identify and explain the meanings of the expressions.

Teaching/Learning Strategy

Read the following story, instructing the learners to listen for words that describe the main character's feelings. Read the following story:

> Because this was such a rainy day, the boys at Camp Kellogg were confined to their cabins. They were entertaining themselves by telling of personal experiences. "Mike," said Terry, "tell them what you told me about those dogs. My skin tingles just thinking about it!"
>
> "There is this Mrs. Green on our block," Mike began, "who feeds every stray dog in town. One day she asked me to go to the store for her. As I entered her yard with the bag of groceries, I was stopped in my tracks by a low, angry-sounding growl. I opened my mouth to call Mrs. Green, but no sound would come. As the growl grew louder and more angry, I knew that I had to do something; but what? I was trembling so that I dropped the bag. Then my heart stopped as six ferocious-looking dogs pounced upon the bag and began to gobble up its contents. I gingerly crept out of the yard and managed to stagger home. I don't remember to this day how I got up the stairs and into my bed. That was really a close call!"

(Continued)

OBJECTIVE NO. 9 (cont.)

Answers

Responses will vary. Possible responses and meanings follow: 1. "My skin tingles just thinking about it." (The memory is still frightening.) 2. "I was stopped in my tracks." (He was startled.) 3. "I opened my mouth to call..., but no sound came out." (He was so frightened that his words choked in his throat.) 4. "Then my heart stopped...." (He thought that this was the end.) 5. "I gingerly crept out of the yard and staggered to my room." (He was so weak and afraid that he could not run.) 6. "That was really a close call!" (He came close to being bitten by the dogs.)

Criterion

The learner will identify and explain meanings of the expressions in oral selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Listening **Grade 4**

Subskill Recreational Listening: Recognition of Setting **Objective No.** 10

Objective Given listening selections, the learner will describe the settings.

Teaching/Learning Strategy

Explain that setting is the place or the time in which a story happens. Tell the learners that the setting may change several times in a given selection. Read the selection below to the learners. Have them describe the setting.

In the Year 2275*

by Naushina Rahman

> As you should know, this is the year 2275. I'm going to play with my friends. I don't really mean out. I mean I'm going in the indoor garden. Nowadays we don't have gardens outside. We live in the sky. We also have robots working for us. Whatever we want, we tell it to the robot. I'm in an elevator now; I'm going down 7024 floors. It seems like a large number, but the elevator takes you down or up 8000 floors in less than a minute. Outside there are only roads. When we go on a field trip, we go to the moon or to Mars. We visit each other's planets all the time. When my father goes to work, he uses his jet. We eat an instant breakfast. It is a warm pill. After it is warmed, we put it on a plate; then we put 2 drops of water on it, and it turns out to be a bacon and egg and milk breakfast. After we eat our breakfast, I give the robot some oil to drink because it makes a good breakfast.

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*From Freckled Fantasies, published by the Board of Education of the City of Chicago, 1979.

(Continued)

Answers

Descriptions may vary. They may include: year 2275, another planet, a large building with indoor gardens and elevators.

Criterion

The learner will describe the settings of stories read orally with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Figurative Language **Objective No.** 11

Objective Given a listening selection, the learner will identify the examples of similes and metaphors.

Teaching/Learning Strategy

Remind the learners that a metaphor is an implied comparison between dissimilar objects or ideas and a simile is a stated comparison between dissimilar objects or ideas, using the terms like or as. Use examples from previous lessons and review the meanings of the figures of speech. Instruct the learners to listen to a portion of a conversation to note the use of figures of speech. Read the following and ask the learners to identify the similes and metaphors.

> "Yes, Janet, I did say that Tommy's mouth is like a motorboat, but I didn't mean to offend him," explained Joy. "It's just that, well, he just talks too much."
>
> "I feel a bit sorry for him," said Janet. "The kids are now calling him 'Motormouth' because of what you said." "Well, they all know what he's like," Joy argued. "Whenever there's a private conversation going on, elephant ears is always around. Those ears perk up like a mosquito's antennae while he tries to act as deaf as a doorknob." "Even so," said Janet, "I think you owe him an apology." "Alright, already!" cried Joy. "I don't know why you're such a mother hen with Tommy."

Answers

1. like a motorboat - simile; 2. motormouth - metaphor; 3. elephant ears - metaphor; 4. like a mosquito's antennae - simile; 5. as deaf as a doorknob - simile; 6. mother hen - metaphor

Criterion

The learner will identify examples of similes and metaphors with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Listening **Grade 4**

Subskill Recreational Listening: Recognition of Literary Types **Objective No.** 12

Objective Given examples and descriptions of different types of literature, the learner will be able to recognize and appreciate each.

Teaching/Learning Strategy

Present the learners with samples and definitions of types of literature appropriate for Grade 4.

Folk Tale	- a traditional story with an unknown author which is preserved over the years by retelling
Fairy Tale	- a story of magic or make-believe
Legend	- a story handed down from the past
Myth	- a story invented to explain a practice, belief, or natural phenomenon
Drama	- a stage representation of an action or a story
Biography	- an organized account of a person's life

Encourage learners to role-play interesting parts of books or stories they have read.

Provide a resource center in which types of books are displayed. Present learners with a duplicated sheet on which they will identify types of literature available at a resource table.

Work with the school librarian in encouraging learners to vary their reading diets. Seek the librarian's assistance in presenting various types of literature to the learners during library periods.

Criterion

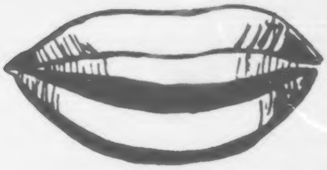
The learner will recognize and appreciate different types of literature. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Speech is a mirror of the soul;
As a man speaks, so is he.

Publilius Syrus



SPEAKING

Skill Speaking

Grade 4

Subskill Mechanics of Speaking: Articulation

Objective No. 1

Objective Given alliterations and tongue twisters, the learner will demonstrate proper articulation and pronunciation when reciting them.

Teaching/Learning Strategy

Write on the chalkboard one of the sentences given below. Read the sentences orally to demonstrate proper articulation and pronunciation. Ask the class to read the sentences orally with the teacher. Have the learners repeat the first sentence slowly at first, clearly articulating the beginning and ending of each word. Follow the same procedure with the remaining sentences.

Provide the learners with copies of the sample sentences to use for practice. Have them learn at least four or five tongue twisters. Call on a learner to recite one selected by the teacher. Ask that learner to choose a different expression and call on another learner to recite it. Continue this exercise to give individuals additional practice. Ask the class to suggest additional twisters.

Tom Tanner took a ton of tomatoes to town.
Patty Pratt painted pretty pictures.
Bob Baker batted balls to Benny Brown.
Don and Danny demonstrated dribbling on the court.
Manners matter more than many men think.

Criterion

The learner will demonstrate proper articulation and pronunciation when reciting alliterations and tongue twisters. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Grade 4

Skill Speaking

Subskill Mechanics of Speaking:
Correct Pronunciation

Objective No. 2

Objective Given a set of sentences with words ending in d, k, t, and hard g, the learner will pronounce them correctly.

Teaching/Learning Strategy

Write on the chalkboard or on a chart the sentences given below. Read the first sentence orally to demonstrate correct pronunciation. Ask the learners to read the sentence orally as a group and individually, practicing pronunciation until the group has acquired mastery. Have a learner who has mastered one sentence practice with one who has not. Follow the same procedure with the remaining sentences.

Prepare a work sheet containing the sample sentences which the learners may use for practice.

The picnic ended when sand got into the food.
Ask for a mask at the back of the stage.
Would Jack like to take a walk?
Mack and Fred will start early to jog around the park.
Pat found an old log on the vacant lot.
A wet fog blew in from the lake.
The old road was difficult to find in the fog.

Criterion

The learner will pronounce correctly words ending in d, k, t, and hard g. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking **Grade 4**

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 3

Objective Given a selected list of single-syllable words containing long and short vowels, the learner will pronounce each word correctly.

Teaching/Learning Strategy

Prepare a chart listing single-syllable words containing long and short vowels as in the examples given below. Write the learners' names on the back of the chart. Make the chart available for individual use in a learning center or another special place. Ask the learners to indicate when they are ready for testing. Then check for mastery. Indicate mastery by marking the learner's name on the back of the chart.

LONG VOWELS

a	e	i	o	u
stake	meat	spite	both	cube
shake	week	quite	over	fume
tame	keen	ride	show	mule
frame	green	fight	omit	use
mate	cream	drive	glow	cute

SHORT VOWELS

a	e	i	o	u
bath	next	spit	clock	lug
ant	spend	quit	on	just
stand	net	tilt	spot	thumb
pants	dent	rid	not	under
plant	kept	fit	fond	stunt

Criterion

The learner will demonstrate correct pronunciation of single-syllable words containing long and short vowels. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 4

Objective Given a list of multisyllabic words, the learner will pronounce each word correctly.

Teaching/Learning Strategy

Write the following list of multisyllabic words on the chalkboard, or select other multisyllabic words from reading or spelling lessons used by the learners. Pronounce each word and ask the class to repeat the word correctly. Select words from the list at random; ask individual learners to pronounce them.

Prepare a chart listing the words studied by the group. Place the chart in a learning center or other special location where it is available for individual learner use. Ask the learners to indicate when they are ready for testing. Then check for mastery. Indicate mastery by writing the learner's name on the back of the chart.

MULTISYLLABIC WORDS

argument
countries
government
important
information
messengers
mountainous
newspaper
organization
qualities
suggestions
transportation

Criterion

The learner will pronounce multisyllabic words correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking **Grade 4**

Subskill Mechanics of Speaking: Articulation **Objective No.** 5

Objective Given a poem, the learner will pronounce the words correctly.

Teaching/Learning Strategy

Print the poem below in large letters on chart paper. Read the poem aloud, asking the learners to follow the words silently. Allow the learners to study the poem for a few minutes before asking them to read it orally as a group. Designate a time when you will hear individual learners read the poem to show correct pronunciation of words.

The Four Seasons*

by Wendy Williams

Spring is here. Winter is gone.
Summer is coming. It won't be long.
The snow has melted and grass is green.
The birds are singing in the trees.
Soon spring will be gone. Summer will be here.
Fall will be waiting. We'll shed a tear.
Then winter will return and start a new year.

---

*From Freckled Fantasies, published by the Board of Education, City of Chicago, 1979.

Criterion

The learner will pronounce the words of a poem correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking: Volume Control

Objective No. 6

Objective Given a selection to read, the learner raises the volume of his/her voice appropriately to emphasize main ideas.

Teaching/Learning Strategy

Develop the learner's ability to recognize the main ideas in selections. Point out that main ideas are usually presented at the beginning of selections. Have them read several selections and identify the main ideas.

Demonstrate the use of increased voice volume to give emphasis to the main idea when reading a selection. Ask the group to emphasize the main idea in this manner as they read the selection in unison; then ask individual learners to demonstrate this skill.

Have the learners apply this skill in content area reading situations. Stress the importance of identifying and emphasizing the main ideas when reading selections orally. Have the learners read orally in small groups, raising the volume of their voices to emphasize the main ideas of selections.

Criterion

The learner will demonstrate increased voice volume as he/she emphasizes the main ideas in reading selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking: Volume Control

Objective No. 7

Objective Given standards of appropriate volume for speaking, the learner will use appropriate volume in a speech.

Teaching/Learning Strategy

Speak to the learners so quietly that most of them will not be able to hear. Pause and then raise voice volume, giving directions in a very loud voice. Stop and ask what was wrong with the very quiet manner of speaking. Discuss with the class their reaction to the extremely loud voice used.

Point out that speakers have an obligation to make themselves heard and that they have an obligation not to be unpleasantly loud. Emphasize that this shows courtesy to their listeners.

Instruct the learners that they will be called to state their names, addresses, the names of their brothers and sisters, and how old the siblings are. Have each speaker call on the next speaker. Alternate between boy and girl participants. Remind the learners to use appropriate volume as a courtesy to the listeners.

Criterion

The learner will speak with appropriate volume as a courtesy to his/her listeners. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking:
Pitch, Rate, Cadence

Objective No. 8

Objective Given oral examples, the learner will read a selection orally, using proper pitch, rate, and cadence.

Teaching/Learning Strategy

Define and discuss the meaning of the following terms:

- Pitch - Raising or lowering the level of intensity of voice
- Rate - Saying a given number of words per minute (Important words are said more slowly.)
- Cadence - Sequence in the rhythmic flow of sounds in language.

Discuss the meaning of mood: feeling, emotion. Apply the meaning of mood to ways in which mood is expressed in art, music, and literature. Read several selections of varying moods orally, demonstrating proper pitch, rate, and cadence. Point out how the mood of a selection can affect pitch, rate, and cadence.

Select a poem from the reading text or language arts text and have the learners read it silently. Ask a learner to read the selection aloud. Compliment the learner when parts are well done. Ask for suggestions to improve sections which might be expressed more suitably.

Criterion

The learner will read a selection orally, using proper pitch, rate, and cadence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking: Vocal Flexibility

Objective No. 9

Objective Given an oral selection, the learner will use a pleasing and appropriate voice in his/her presentation.

Teaching/Learning Strategy

Use reading and language arts lessons to present oral reading selections to the learners. Discuss with the class the ideas and varied expressions which should be emphasized in the oral reading of selections. Remind the learners that the meaning and mood are expressed by appropriate use of the voice. Point out that the voice is controlled by the speaker, who decides which speaking skills to use in a given situation.

Apply the skills of appropriate oral expression in other areas, such as social studies and science. Use activities such as oral reading, choral reading, giving speeches, and participating in debates or panel discussions, reading from notes or references to practice oral skills.

Teach the learners by example to use a pleasant, appropriate voice when reading. Provide opportunities for the learners to read selections orally. Encourage them to use a pleasing and appropriate voice in their presentation.

Criterion

The learner will use a pleasing and appropriate voice in his/her oral presentation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking:
Vocal Flexibility

Objective No. 10

Objective Given a selection, the learner will use the appropriate expression in voice tone to convey mood.

Teaching/Learning Strategy

Explain the use of pitch to convey various moods.

Use high pitch to show excitement, nervousness, gaiety, surprise, pleasure.
Use medium pitch to convey a business-like attitude.
Use low pitch to express reverence and mystery.

Demonstrate the use of changing inflection to convey various moods. Say "Oh-h-h" with rising, falling, or no inflection. Elicit from the class what moos is conveyed by each example.

Demonstrate variation in pitch and inflection by using a common expression in a manner which conveys each of the moods suggested. Ask the class to imitate the examples and then express various moods without a model. Have the learners demonstrate the variations individually.

What is that?	(fear)	I'm sorry.	(pity)
What is that?	(anger)	I'm sorry.	(anger)
What is that?	(excitement)		

Criterion

The learner will become proficient in expressing mood. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking

Grade 4

Subskill Mechanics of Speaking: Use and Control of the Body

Objective No. 11

Objective Given an oral selection to recite, the learner will maintain eye contact with the audience.

Teaching/Learning Strategy

Use discussion and demonstration to develop awareness of techniques which enable a speaker to maintain eye contact with individuals in the audience. Post a chart listing basic guidelines for eye contact in a convenient location for learner reference. Emphasize the need to practice each suggestion while preparing for a recitation.

DEVELOP EYE CONTACT

Look directly at the audience.
Be familiar with your subject in order to maintain eye contact without referring to notes.
Sweep all segments of the audience with your eyes.
Study the audience for reactions to the speech--
  Is the speaker communicating his/her ideas?
  Is the audience interested?
Know when to stop.

Have the learners recite selections from basal readers, language arts texts, and content area books. Direct them to follow the suggestions for maintaining eye contact with their audience.

Criterion

The learner will maintain eye contact while facing an audience. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Mechanics of Speaking: Use and Control of the Body **Objective No.** 12

Objective Given the name of a person, place, or thing to pantomime, the learner will use appropriate dramatization.

Teaching/Learning Strategy

Explain to the learners that pantomime uses body language, without words, to dramatize a role or situation. Discuss how pantomime is used in television commercials and programs, and in games, such as "Charades." Demonstrate the technique of using body language instead of words to show fatigue, anger, or joy.

Place a list of persons, places, and things on the chalkboard as indicated below:

Persons	Places	Things
a jogger	a tennis match	a big storm
an older person	a basketball game	an automobile accident

Direct the learners to select the name of a person, place, or thing and to prepare a one-minute dramatization of it, using body language instead of words.

Criterion

The learner will dramatize the name of a person, place, or thing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Mechanics of Speaking: Use and Control of Body

Objective No. 13

Objective Given a title, the learner will use pantomime to express its meaning.

Teaching/Learning Strategy

Explain to the class that pantomime is a dramatic or dancing performance in which a story is told by expressive bodily or facial movements of the performers. Point out that circus clowns are examples of pantomimists. Involve students in pretending to be clowns.

Present learners with a list of titles from their basal readers or language arts texts. Divide the learners into small groups. Direct each group to select a title and to use pantomime to express its meaning.

Criterion

The learner will pantomime the meaning of a title. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Standards

Objective No. 1

Objective Given time to prepare, the learner will speak for a predetermined purpose.

Teaching/Learning Strategy

Have the learner determine the purpose of his/her talk. Direct the learner to choose appropriate words and tone of voice to convey to the listener the purpose of the talk. Ask the learners to compare the results of the talks with the purposes. Have the learners do this orally or in writing.

Use the following suggestions:

- To conduct an interview
- To inform
- To persuade
- To interpret the author's meaning in a poem, story, or article
- To tell stories
- To dramatize a poem
- To entertain with a humorous selection
- To take the role of a leader.

Criterion

The learner will speak for a predetermined purpose. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Ability to Communicate Orally: Standards

Objective No. 2

Objective Given an opportunity to speak, the learner will select an appropriate topic.

Teaching/Learning Strategy

Guide the learner in a choice of subject by discussing what the class has been studying, what classmates' interests are, or what his/her interests or hobbies are. Assist the learner to narrow the subject area to a specific topic.

Have the learner write the main idea and details of the talk and submit it for approval. Discuss changes that are necessary with the learner if a topic seems to be inappropriate.

Criterion

The learner will select an appropriate topic on which to speak. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Standards

Objective No. 3

Objective Given time to speak, the learner will present a topic with accuracy, brevity, and clarity.

Teaching/Learning Strategy

Present easy-to-remember guides for content and delivery, orally and visually. Recommend the following "ABCs":

Accuracy
Evidence of advance planning and understanding of essential ideas
Use of the correct or more effective sequence
Precision in choice of words

Brevity
Presentation of essential ideas only
Omission of unnecessary details
Use of as few words as possible

Clarity
Use of pointed examples
Presentation of important ideas or steps
Distinct enunciation, correct pronunciation, adequate volume, and vocal flexibility

Point out the following examples:

Accuracy
Learner sketches a map of the school block area.
Learner explains patrol corners, alleys, play areas, houses, and apartments in relation to the school building.
Learner describes necessary play equipment.

Brevity
Learner describes necessary information dealing with the square block in which the school is located.
Learner conveys information in a concise manner.

Clarity
Learner speaks clearly and correctly.
Learner presents important ideas accurately.
Learner uses appropriate examples.

(Continued)

OBJECTIVE NO. 3 (cont.)

Use the following suggested checklist to evaluate the performance:

	Above Average (3)	Average (2)	Below Average (1)
Establishes purpose for speaking	( )	( )	( )
Adheres to subject	( )	( )	( )
Conveys essential ideas in logical sequence	( )	( )	( )
Uses language appropriate to purpose	( )	( )	( )
Pronounces words clearly and correctly	( )	( )	( )

Criterion

The learner will speak on a given topic with accuracy, brevity, and clarity. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Standards

Objective No. 4

Objective Given a selected topic, the learner orally will arrange the supportive information in proper sequence.

Teaching/Learning Strategy

Instruct the learners to prepare an oral presentation on a selected topic. Direct the learners to arrange the information in sequential order. Use a selection from a basal or a supplementary reader or content area text. Have the learners tell what happens in proper sequence. For example, direct the learners to tell the order in which a salad is made. Vary topics according to the learners' interests.

Use the following example:

How to Make a Salad

> An interesting salad is made from hamburger, lettuce, cheese, tomatoes, corn chips, and French dressing. First, place 2 tablespoons of margarine or butter in a frying pan; then add ½ cup of chopped onion and 1 pound of hamburger to fat. Stir hamburger and onion mixture to break up large pieces; simmer gently. While meat mixture is cooking, tear 1 head of lettuce into small pieces and place in a large bowl. Next, cut tomatoes into bite-sized pieces. Grate ½ pound of sharp cheese and set aside. When meat mixture is done, add tomatoes, corn chips, cheese, and meat mixture to lettuce. Toss gently with ½ cup of French dressing.

Criterion

The learner will arrange supportive information related to a given topic in proper sequence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Objective No. 5

Skill Speaking

Subskill Ability to Communicate Orally: Responsibility of the Speaker

Objective Given an opportunity to speak, the learner will use a pleasant voice and appropriate body language.

Teaching/Learning Strategy

Instruct learners that voice and body movements can add to the listener's enjoyment of an oral presentation. Tell learners that voices should be pleasant, loud enough for all to hear, and adapted to the selections.

Emphasize that proper volume is a courtesy to the listener. Review the importance of precise pronunciation and moderate rate.

Tell the learners that appropriate body language can complement their oral messages. Provide examples of body language reinforcing verbal messages, such as smiling warmly and saying, "So good to see you," and waving a hand while saying, "Good-bye, come again soon." Have the learners observe speakers and note examples of effective use of body language and a pleasant voice.

Provide an opportunity for the learners to speak in the following situations: conducting an interview, introducing a speaker, or presenting a report. Observe their use of a pleasant voice and appropriate body language.

Criterion

The learner will use a pleasant voice and appropriate body language when speaking. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Ability to Communicate Orally: Responsibility of the Speaker **Objective No.** 6

Objective Given an opportunity for a discussion, the learner will take the role of either a participant or a leader.

Teaching/Learning Strategy

Plan a discussion on a unit of study. Select learners to be either participants or leaders. Help the learners by establishing guidelines for discussion leaders to follow.

Suggested Guidelines for Leaders
Have a specific purpose.
Require participants to speak only about the selected problem.
Allow participants to know what the topic or problem is before talking about it, and to plan what they will say.
Exhibit courtesy toward participants.

Suggested Guidelines for Participants
Speak only about the selected topic.
Be informed about the selected topic.
Exhibit courtesy throughout the discussion.

Have a group of learners participate in a discussion related to a unit of study. Invite another group of learners to observe and comment in a positive manner on how the suggested guidelines were followed. Use this procedure to provide feedback for improving classroom discussions.

Criterion

The learner will take the role of either a participant or a leader in a discussion. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Ability to Communicate Orally:
Responsibility of the Speaker

Objective No. 7

Objective Given suggested topics, the learner will prepare an oral report.

Teaching/Learning Strategy

Guide the learners to choose a topic carefully. Have the learners prepare an oral report on the topic so they can answer questions. Direct the learners to prepare appropriate visual aids to make their reports interesting.

Use the following suggested topics:

- current news item
- exciting movie
- special occasion or event
- television program
- unusual hobby
- science experiment
- favorite book
- sports event

Criterion

The learner will prepare an oral report on a given topic. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally
Organizing Ideas

Objective No. 8

Objective Given a subject to talk about, the learner will limit his/her talk to that subject.

Teaching/Learning Strategy

Provide a model talk which has relevant and irrelevant information. Read it orally to the learners and provide a written copy after it has been read. Have the learners underline the irrelevant items. Discuss the distracting effect caused by irrelevant information.

The American Flag

The first American flag did not look the same as today's flag. The colors were red, white, and blue, but it did not have as many stars as our present flag. The English flag is also red, white, and blue. It is made from the flags of England, Scotland, and Ireland. The 13 stripes represent the first 13 states in the United States of America. The English flag is often referred to as the Union Jack. Those states are also referred to as the 13 original colonies. The English flag has no stars.

Irrelevant Information

The English flag is also red. white, and blue.
It is made from the flags of England, Scotland, and Ireland.
The English flag is often referred to as the Union Jack.
The English flag has no stars.

Have the learners select a subject and prepare a talk related to it. Show them how to use the five W's format to prepare their talk (who, what, where, when, and why). Provide an opportunity for them to give their talks in small groups. Check to see that their talks relate to their subjects.

Criterion

The learner will limit a talk to a given subject. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Organizing Ideas

Objective No. 9

Objective Given a subject to speak about, the learner will plan an effective introduction.

Teaching/Learning Strategy

Provide many opportunities for the learners to observe and discuss effective and interesting oral presentations. Have the learners listen to appropriate radio and television programs during school hours.

Instruct the learners to view television news programs as part of a homework assignment and observe the introductions used on the programs.

Discuss the function of an introduction:

To set the scene or purpose for the talk
To capture the audience's attention
To introduce the characters, story line, or topic.

Instruct the learners that the introduction captures the attention of the listener and introduces the topic. Tell the learners that they may use a surprise beginning, a quotation, a poem, or a question to begin an introduction. Demonstrate to the learners an attention-getting introduction and its relation to a topic. Have the learners suggest topics. List topics on the chalkboard and have the learners practice making introductions.

Use the following example of an introduction:

> A well-known story tells of a small animal who thought the sky was falling. In the winter of 1978, the people of Chicago were sure the sky had fallen.

Criterion

The learner will prepare an effective introduction to a talk. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Organizing Ideas

Objective No. 10

Objective Given a subject to speak about, the learner will arrange the talk in a step-by-step sequence.

Teaching/Learning Strategy

Have the learners bring to school colored illustrations of interesting events. Present the learners with a list of questions similar to these to use as a guide for discussing the illustrations:

Can you clearly describe the picture?
What are the important details?
Who is(are) the main character(s)?
Where is the action taking place?
How do you know?
When did the scene take place?
Why did the scene take place?

Direct the learners to select an event and prepare a talk related to it. Encourage the learners to outline their talks as they are preparing them to make sure they are logical and easy to follow.

Title
- Paragraph one
  - Topic sentence
  - Detail
  - Detail
  - Detail
- Paragraph two
  - Detail
  - Detail
- Paragraph three
  - Summary

Criterion

The learner will arrange a talk sequentially. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Organizing Ideas

Objective No. 11

Objective Given a subject to speak about, the learner will gather supporting information.

Teaching/Learning Strategy

Use subjects from the content area units; for example, "All matter appears as a solid, liquid, or gas."

Encourage the learners to research their subjects through use of textbooks, science books, encyclopedias, and magazines and pamphlets.

Explain to the learners that a subject should be limited so that appropriate supporting information can be gathered. Direct the learners to organize information in the proper sequence.

Instruct the learners to write two questions and to find the details to answer each question. Direct the learners to answer the questions in a general way without giving details. Explain that this will be the topic sentence.

Remind the learners that the details will serve to inform the listener. Review with the learners the outline for the sequential arrangement of ideas.

Criterion

The learner will gather information for a talk. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Ability to Communicate Orally: Organizing Ideas

Objective No. 12

Objective Given a subject to speak about, the learner will plan a conclusion that sums up the main points of the talk.

Teaching/Learning Strategy

Read a model story to the learners; then elicit possible endings. Present the following selection and discuss it with the learners. Direct the learners to write their own endings.

Model Story

Tom put on his Little League uniform. Then he got his mitt and ball. The bell rang, and two of his Little League buddies came in.

Bill asked, "May I borrow your bat, Tom? Mine is broken."

"OK, Bill," said Tom.

"Hey, fellas," called Tom's father. "If you want to get there on time, we must leave now."

Direct the learners to write their own conclusions to stories or articles in the basal reader. Have the learners present the conclusions orally. Instruct the learners to present basic facts that support their conclusions.

Criterion

The learners will plan a conclusion that sums up the main points of a talk. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Ability to Communicate Orally: Vocabulary

Objective No. 13

Objective Given an example of similes, the learner will use similes in an oral story.

Teaching/Learning Strategy

Instruct the learners that a simile is a comparison between dissimilar persons or objects. Tell the learners that a simile uses the terms like or as in the comparison. Read the following examples of similes. Have the learners discuss comparisons in the following examples from "An Emerald Is as Green as Grass" by Christina Rossetti:

> An emerald is as green as grass
> A ruby red as blood
> A sapphire shines as blue as heaven
> The mountains hunched like purple giants
> The valley spread about my feet like a green blanket
> He has a heart as hard as flint.

Direct the learners to prepare an oral story using similes.

Criterion

The learner will use similes in an oral story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ______	p. ______	p. ______
Nontextual	______	p. ______	p. ______	p. ______
Reinforcement	______	p. ______	p. ______	p. ______

Skill Speaking **Grade 4**

Subskill Ability to Communicate Orally: Vocabulary **Objective No.** 14

Objective Given examples of metaphors, the learner will use metaphors in oral sentences.

Teaching/Learning Strategy

Instruct the learners that a metaphor is a figure of speech in which two seemingly different things are compared without the use of as or like. Differentiate between similes and metaphors. Provide examples of metaphors:

Excitement swept through the audience.
The breeze rippled the sea of grain.
Fire flashed from his eyes.
His mind leaped from idea to idea.

Have the learners prepare sentences that utilize metaphors. Provide the learners with an opportunity to present their sentences orally.

Criterion

The learner will use metaphors in oral sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking **Grade 4**

Subskill Ability to Communicate Orally: Vocabulary **Objective No.** 15

Objective Given examples of hyperbole, the learner will use hyperboles in an oral story.

Teaching/Learning Strategy

Tell the learners that a hyperbole is an exaggeration or extravagant statement used as a figure of speech, such as "I could sleep for a year."

Show the learners examples of hyperboles from basal readers and literature books.

Present the following list of hyperboles and discuss each with the learners:

They sell mile-high ice cream cones.
Dr. Seuss is a giant in his field.
He was eight fathoms tall.
His ship was so big its masts tangled in the clouds.
If you don't keep quiet, I'll send you to the moon.
I haven't seen that man in a million years.
Norm was a mountain of a man.

Have the learners prepare an oral story in which hyperboles are used.

Criterion

The learner will use hyperbole in an oral story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Situational Speech

Objective No. 1

Objective Given instruction, the learner will use the telephone appropriately in practice emergency situations.

Teaching/Learning Strategy

Inform the learners that there are standard emergency telephone numbers: 911 or Operator (O). Review some standard emergency situations in which these numbers may be used to call for help--

Observing smoke or fire in a building	911
Seeing someone become ill	911
Witnessing a theft or other crime	911
Seeing an automobile accident	911
Discovering you are lost	911
Needing a paramedic	911

Instruct the learners to use the following telephone procedures during an emergency situation:

Dial the correct emergency number.
Give your name and exact location.
Speak clearly.
Describe the situation in a calm, concise manner.

Have the learners role-play emergency situations, using a model telephone. Make sure they follow the instructions given.

Criterion

The learner will use the telephone appropriately in practice emergency situations. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Subskill Communication Techniques: Situational Speech

Grade 4

Objective No. 2

Objective Given a model telephone, the learner will role-play a conversation, following a basic procedure.

Teaching/Learning Strategy

Contact the Illinois Bell Telephone Company for the use of their telephone kit. Use model telephones to role-play conversation situations if the kit is not available.

Discuss the importance of good communication techniques when using the telephone. Stress the importance of pitch, rate, inflection, and articulation.

Emphasize the importance of following a basic procedure during a telephone conversation:

accuracy of message
brevity of conversation
courtesy of manner
distinctness in articulation
promptness in answering.

List the following suggested topics for role-playing on the chalkboard: extending invitations, exchanging ideas, sending congratulatory messages, and seeking advice. Ask the learners to add topics to the list. Have the learners work in pairs to select a topic and to role-play a telephone conversation, following a basic procedure.

Criterion

The learner will role-play a telephone situation, following a basic procedure. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Situational Speech

Objective No. 3

Objective Given a model telephone, the learner will role-play the proper procedure for taking a message.

Teaching/Learning Strategy

Use a model telephone to have the learners role-play procedures for taking messages. Direct the learners to take a message, write it down, repeat the message to the caller, and correctly deliver the message. Use a telephone conversation model similar to the following for the role-playing situation:

Learner: Hello.
Caller: Hello, may I please speak to Chuck?
Learner: I'm sorry, but Chuck's not home now. May I take a message?
Caller: Yes. If he returns before 4:30, have him call me at 555-4020. If he returns after 4:30 but before 6:00, have him call me at 445-1111. Any questions?
Learner: (Writing) Yes! May I ask who's calling?
Caller: Yes. This is Joseph Morrisey.
Learner: All right, Mr. Morrisey. Let me see if I have the message correct. (Repeat message.)
Caller: Yes, that's correct. Thank you very much. Good-bye.
Learner: Good-bye.

Direct the learners to use the form below to record and deliver the message.

Telephone Message

For ______________________ From ____________________
Message ____
Date ______________________ Time ____________________

Criterion

The learner will role-play the proper procedure for taking a telephone message. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques:
Situational Speech

Objective No. 4

Objective Given an introduction to make, the learner will demonstrate the accepted procedure.

Teaching/Learning Strategy

Focus attention on the order involved in social introductions. Point out that if this order is memorized, introductions will be much easier.

Call attention to the fact that introductions "break the ice" and get conversation started. Point out that the format for introductions has been established over many years and follows an accepted procedure.

Help the learners to use the following procedures:

All guests are introduced to the hostess.
"Mrs. Ryan (hostess), may I present Miss Williams (guest)."

Parents are presented to teachers.
"Mrs. Johnson, this is my mother."

Young people are introduced to older people.
"Mother, this is my friend Katie."

Have the learners practice the procedure by introducing--

parent(s) to a teacher
student(s) to a teacher
friend(s) to parent(s).

Criterion

The learner will demonstrate the accepted procedure for making introductions. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ______	p. ______	p. ______
Nontextual	______	p. ______	p. ______	p. ______
Reinforcement	______	p. ______	p. ______	p. ______

Skill	Speaking	**Grade 4**
Subskill	Communication Techniques: Situational Speech	**Objective No.** 5
Objective	Given an introduction to make, the learner will pronounce the names correctly.	

Teaching/Learning Strategy

Guide the learners to identify ahead of time the pronunciation of the name of a person they must introduce. Stress the importance of knowing additional information about the person in order to facilitate conversation.

Provide the learners with a list of new and/or unusual names to pronounce. Ask them to add names to the list.

William Shakespeare
Alexander Pope
Langston Hughes
Samuel Johnson
Charles Kennedy
Henry David Thoreau
Logan Smith
Umberto Huerta

Direct the learners to work in small groups for making their introductions. Remind them to pronounce the names of the persons they are introducing correctly.

Criterion

The learner will pronounce names correctly when making introductions. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Subskill Communication Techniques: Situational Speech

Objective Given situations for an introduction, the learner will role-play the parts.

Grade 4

Objective No. 6

Teaching/Learning Strategy

Present the learners with a list of suggested activities for role-playing an introduction:

Introduce a speaker at an assembly program.
Introduce the PTA president to the class.
Introduce the principal and the assistant principal to the class.
Introduce the Student Council president at a meeting.
Introduce the playleaders, monitors, and patrol members to the class.

Stress the importance of knowing proper names and titles for the introduction. Remind the learners to use the correct procedures for the introduction and to pronounce the names correctly.

Provide an opportunity for the learners to role-play introduction activities in small groups. Check to see that the learners follow the appropriate procedures for the introduction.

Appoint a classroom host and hostess for each week. Allow them to introduce visitors to the class. Have them invite the visitors to sign a classroom guest book.

Criterion

The learner will correctly introduce people in role-playing situations. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques:
Oral Interpretation and Description

Objective No. 7

Objective Given a situation requiring directions, the learner will follow a step-by-step procedure in stating the directions.

Teaching/Learning Strategy

Discuss the importance of stating directions in the proper order. Guide the learners to present the directions for an activity in the proper sequence, using a step-by-step procedure, as indicated in the examples below.

Recipe for Beef Stew

1. Brown 1 lb. of cubed beef in shortening.
2. Add one cup of water to the pot.
3. Add dash of salt and pepper.
4. Cover pot, bring to a boil, then simmer for 45 minutes.
5. Remove from heat and add one cup of cut carrots and one cup of cut onions.
6. Bring to a boil, then simmer for one hour or until tender.
7. Season as desired.

Bandaging a Wound

1. Clean injured area with soap and water.
2. Apply peroxide.
3. Place gauze over the wound.
4. Tape gauze with nonallergic tape.

Criterion

The learner will follow a step-by-step procedure in stating directions. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Skill Speaking

Grade 4

Subskill Communication Techniques:
Oral Interpretation and Description

Objective No. 8

Objective Given a procedure to follow, the learner will give directions according to the established procedure.

Teaching/Learning Strategy

Explain that a procedure is an established manner for accomplishing or completing something. Point out that there is usually a definite order in an established procedure. Identify a classroom procedure as indicated in the example below. Have a learner give directions to the class for this procedure similar to the following:

1. On the top line in the left corner print first and last names. (manuscript)
2. On the top line near the right corner print room number and grade.
3. On the second line in the left corner print school name.
4. Across from school name, near the right corner, print today's date.
5. In the center of the third line write the title in cursive writing.

John Hertel Room 301 - Grade 4
Morrill School September 20, 1977
My Vacation Trip

Criterion

The learner will give directions for an established procedure. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking

Grade 4

Subskill Communication Techniques: Storytelling

Objective No. 9

Objective Given a tall tale orally, the learner will tell a story, using hyperbole.

Teaching/Learning Strategy

Read several tall tales to the learners, emphasizing the elements of exaggeration or hyperbole. Point out how the details are enlarged throughout the story. Direct the learners to tell a story to the class or a small group, using hyperbole.

Stress the importance of choosing an interesting setting for the story. Ask the learners to give the main character a well-defined personality by exaggerating particular habits and distinguishing traits. Have them begin the story with an interesting opening sentence.

Suggest characters for the tall tales, and have the learners identify settings for the characters. Ask the learners to illustrate a scene from their story to use during their oral presentation.

Criterion

The learner will tell a story, using hyperbole. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Storytelling

Objective No. 10

Objective Given a subject to speak about, the learner will arrange the presentation in a sequential manner.

Teaching/Learning Strategy

Identify a selection similar to the following in a basal reader, language arts textbook, or content area book. Direct the learners to read the story silently and prepare an oral presentation on the selection. Guide them to present their information in a sequential manner.

The Old Country

The Old Country is a theme park built in 1975 near historic Williamsburg, Virginia. It is laid out as seven little European hamlets of yesteryear. In each village there are shops, restaurants, theaters, and rides. The park is built in a natural, wooded setting of rolling hills.

You may visit the exciting villages of Scotland, England, France, or Germany. The unique trapper's village of early America can be found in New France, an old restaurant in Germany, and examples of knights in merry old England.

The Old Country theaters feature a puppet show, bird show, magic show, musical revue, and an authentic Shakespearean production.

Walking down the streets of colonial Williamsburg, you will find it easy to imagine that you are living in the days of Washington and Jefferson.

(Continued)

Check to see that the learners use the following suggested sequence in their oral reports:

1 The park was built in 1975 with an Old Country theme.
2 It contains a group of seven villages.
3 It is built in a setting of rolling hills.
4 Visitors may attend a Shakespearean play.

Criterion

The learner will make an oral presentation on a subject in a sequential manner. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Communication Techniques: Storytelling **Objective No.** 11

Objective Given a story to tell, the learner will use appropriate gestures.

Teaching/Learning Strategy

Present the learners with a list of mood words, the feelings they convey, and appropriate gestures to accompany them, as indicated in the chart below.

MOOD WORDS

Words	Feeling	Gesture
shivered	gloomy	have body tremble
cold and damp	downcast	bend head forward
night bird cried	lonely	move away from others
robin chirped	cheerful	point to a tree and smile
pound the door	angry	move a fist up and down and frown

Write the following stories on the chalkboard. Direct the learners to read the story silently and to tell it to the class, using appropriate gestures.

> Jane looked out into the garden and shivered. The bare room behind her was bright and warm with a glowing fire, but outside it was cold and damp. Rain dripped drearily from the trees, and the wind moaned softly around the corners of the house. Far away in the woods below a night bird cried.
>
> When Helen heard the bird chirping so gaily, she began to skip around the yard. Faster and faster she went, excited and restless! At last she was free--free as the robin chirping in the yard!

Criterion

The learner will tell a story, using appropriate gestures. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Conversation

Objective No. 12

Objective Given an informal situation, the learner will contribute to a conversation.

Teaching/Learning Strategy

Stress the importance of using the following procedures during a conversation:

Listen politely.
Avoid monopolizing the conversation.
Avoid interrupting other speakers.
Speak clearly about topics of interest to the listener(s).
Be pleasant and enthusiastic.

Discuss the procedures with the learners, and provide an opportunity for them to add to the list.

List the following suggested conversation topics on the chalkboard. Divide the learners into small groups. Have each group select a topic and conduct an informal conversation. Encourage the learners to follow the procedures for effective conversation. Check to see that all the learners are participating in the conversation.

Conversation Topics

A Favorite Television Program
An Interesting Book
An Exciting Game
A Great Movie

Criterion

The learner will contribute to a conversation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Conversation

Objective No. 13

Objective Given an opportunity to participate in informal conversation, the learner will react appropriately to the ideas of others.

Teaching/Learning Strategy

Tell the learners that a conversation is an exchange of ideas and, as such, involves a dual responsibility; i.e., that of listener as well as speaker. Guide the learners to present their ideas clearly and courteously during a conversation. Remind them to listen attentively to the ideas of others, participating in the conversation, and to react to them in an appropriate manner. Help to share differing ideas in an agreeable manner.

List a variety of conversation topics on the chalkboard, similar to the one suggested below. Encourage the learners to add to the list.

The fastest car is ....
The most popular sport is ....
The best candidate is ....

Place the learners in small groups. Direct each group to select a topic and to conduct a conversation. Ask the learners to present their ideas related to the topic in an appropriate manner during the conversation.

Criterion

The learner will react appropriately to ideas during a conversation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking

Grade 4

Subskill Communication Techniques: Discussion

Objective No. 14

Objective Given instruction on discussion, the learner will participate in a discussion as a leader and/or participant.

Teaching/Learning Strategy

Tell the learners that a discussion is the consideration of a matter or a question. Inform them of the nature of a discussion:

It may be formal or informal.
It has a specific purpose.
It is limited to a topic.

Point out to the learners that the goals of a discussion are to inquire, to decide, to ponder alternatives, and to solve the problems.

Explain the guidelines for a discussion participant and a discussion leader to the learners.

A discussion leader--
- directs and guides discussion
- keeps participants on the subject
- asks pertinent questions and supplies needed information
- encourages participation of all participants
- demonstrates courtesy to everyone
- moves discussion forward
- resolves differences
- terminates discussion
- states results of the discussion.

A discussion participant--
- prepares himself/herself by researching the topic for discussion
- listens to what others are saying
- demonstrates courtesy and respect toward others
- contributes to the discussion.

(Continued)

OBJECTIVE NO. 14 (cont.)

Relate discussion topics to classroom/school problems and current events. Identify a topic or question for a discussion. Have the learners participate in a discussion following the guidelines. Provide an opportunity for all the learners to share in the discussion as a leader or a participant.

Criterion

The learner will participate in a discussion. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Skill Speaking

Subskill Communication Techniques: Oral Reading

Grade 4

Objective No. 15

Objective Given a story, poem, or play to read orally, the learner will use rhythm and expression to reflect the mood of the selection.

Teaching/Learning Strategy

Discuss the importance of using rhythm and expression to reflect the mood of a selection when reading it orally.

Direct the learners to read a poem aloud and to use appropriate gestures and expressions that reflect the mood of the selection.

Use a poem similar to the one suggested below. Remind the learners to use rhythm and expression during the oral reading. Provide an opportunity for the learners to illustrate the poem after the oral presentation.

I, the Cloud

by Michelle Neal

I, the cloud,
A beautiful thing,
I, the cloud,
I, too, can sing.

I, the cloud,
Drop raindrops galore.
Softly they beat
On the earth's hard floor.

I, the cloud,
See good and bad.
I, the cloud,
Sometimes get mad.

When I get mad,
I shout up a storm.
Sometimes I'm so angry,
That ships and boats are torn.

Then I realize
How silly I've been.
So I make a rainbow
And I'm happy again.

From The Green Taste of Life,
published by the Board of
Education, City of Chicago.

Criterion

The learner will use rhythm and expression to reflect the mood of a selection when reading it orally. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking

Grade 4

Subskill Communication Techniques:
Oral Reading

Objective No. 16

Objective Given questions related to a reading selection, the learner will verify answers by reading passages orally from the selection.

Teaching/Learning Strategy

Prepare a reading selection similar to the following for the learners. Direct them to read the selection. Ask them questions related to the selection. Have the learners answer the questions and read passages from the selection orally that verify their answers.

> Comets are part of the solar system, and they also travel around the sun. They are unusual in appearance and are composed of solids and gases. These are close together in the "head" but are spread farther apart in the "tail" of the comet. The tail becomes visible to man as the comet approaches the sun and always points away from it. The comet's tail is probably "blown" (away from the sun) by either the pressures of radiant energy or streams of hydrogen particles from the sun or by both. The orbit of the comet is an extremely long oval with the sun nearer one end. Some comets have very long tails; others appear to have no tails at all. Comets have no appreciable gravitational effect upon planets. The most famous comet was Halley's Comet, 1910, which appears every 75 years.

(Continued)

Use questions similar to the following, and direct the learners to verify their answers by reading passages from the selection orally. Direct the learners to answer the questions, using complete sentences.

1. What is a comet?
2. What is it composed of?
3. When does the tail of a comet become visible?
4. How often does Halley's Comet appear?
5. Why is a comet's tail "blown" away from the sun?

Answers

1. Comets are a part of the solar system and travel around the sun. 2. Comets are composed of solids and gases. 3. The comet becomes visible as it approaches the sun. 4. Halley's Comet appears every 75 years. 5. A comet's tail is "blown" away from the sun by either the pressures of radiant energy or by streams of hydrogen particles from the sun or by both.

Criterion

The learner will state answers to questions related to a selection and verify the answers by reading passages orally with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques:
Oral Reading

Objective No. 17

Objective Given an opportunity to review an interesting book, the learner will read selections from the book orally in an effort to induce others to read it.

Teaching/Learning Strategy

Assign time each week for the learners' information on interesting books they have read. Encourage the learners to read books from the following suggested categories:

folk tale	tall tale	biography	science fiction
myth	fairy tale	mystery	historical fiction

Guide the learners to prepare a review of their books by reading interesting and exciting passages orally. Encourage them to act out the part of a character, using vocal inflections, facial expressions, and body gestures. Allow a small group of learners to dramatize a scene from a book.

Criterion

The learner will review a book orally in an effort to induce others to read the book. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ______	p. ______	p. ______
Nontextual	______	p. ______	p. ______	p. ______
Reinforcement	______	p. ______	p. ______	p. ______

Skill Speaking

Grade 4

Subskill Communication Techniques: Choral Speaking

Objective No. 18

Objective Given a choral reading selection, the learner will recite his/her lines with feeling.

Teaching/Learning Strategy

Read several poems to the learners. Have them identify the different rhythms and moods. Lead the learners to note the similarity between poetry and music and select a poem for a choral reading similar to the following.

Autumn

by Dauma Pullins

The leaves are falling,
The birds are calling,
Come south. Come south.

Let's get into formation
To fly to our destination.
Let's go. Let's go.

The wind is blowing,
The snow is falling,
Too late. Too late.

Poor bird in the snow
Has nowhere to go.
How sad. How sad.

A little girl saw
The bird in the snow.
I will feed you. I will.

From The Green Taste of Life, published by the Board of Education, City of Chicago.

Place the poam on a chart. Have the learners read the poem and discuss how it may be presented in a choral reading. Have them consider whole group, solo, duet, and trio parts. Guide the learners to recite the poem in unison or parts. Encourage them to use rhythm, tone, and expression in their choral speaking.

Criterion

The learner will participate in a choral speaking activity, reciting his/her lines with feeling. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Skill Speaking **Grade 4**

Subskill Communication Techniques: Oral Report **Objective No.** 19

Objective Given an opportunity to present an oral report, the learner will choose a topic that is related to the needs and interests of the listeners.

Teaching/Learning Strategy

Tell the learners that an oral report usually describes or explains something. Explain that details are important in an oral report. Guide the learners in the choice of a topic by asking the following questions:

Who is of interest to the listeners?
What is of interest to the listeners?
When is an event of interest to the listeners?
Why is the event of interest to the listeners?
Where will the event take place?
How is this topic pertinent to the needs of the listeners?

Encourage the learners to consider the interests, grade, and needs of the listeners when preparing an oral report. Stress the importance of making the report interesting and relevant. Allow the learners to use visuals when presenting their oral reports. Provide an opportunity for the listeners to ask pertinent questions after the report.

Criterion

The learner will choose an appropriate topic for an oral report related to the needs and interests of the listeners. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Oral Report

Objective No. 20

Objective Given information for an oral report, the learner will organize it in effective sequential order.

Teaching/Learning Strategy

Explain to the learners that an oral report is a sharing of information on a topic with an audience. Explain that presenting an oral report effectively consists of selecting an interesting topic, gathering appropriate information, and sharing the information in an orderly manner.

Help the learners select interesting topics for their reports. Suggest topics related to current events which may interest the class.

Guide the learners to organize their oral reports in the following sequential order--

The introduction states the title and the subject of the report.
The body provides facts, examples, and illustrations related to the topic.
The conclusion summarizes information presented in the report.

Provide an opportunity for the learners to present their reports to the class or small groups of learners. Allow the listeners to ask the speaker questions.

Criterion

The learner will organize his/her oral report in sequential order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking

Subskill Communication Techniques: Oral Report

Objective Given an oral report assignment, the learner will use and cite appropriate reference materials.

Grade 4

Objective No. 21

Teaching/Learning Strategy

Explain the process of using and citing reference sources for an oral report assignment. Guide the learners to use the following reference sources: dictionary, glossary, index, encyclopedia.

Stress the importance of taking careful notes when using reference materials and of citing the source of their information. Ask the librarian to show the learners where the reference materials are located.

Encourage the learners to use an outline to organize their oral reports, as indicated below. Remind them to use and cite reference sources in their report.

Insects

I. There are different kinds of insects.
  A.
  B.

II. Some insects are useful to man.
  A.
  B.

III. Some insects are harmful to man.
  A.
  B.

Criterion

The learner will use and cite reference sources in his/her oral report. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Interviews

Objective No. 22

Objective Given an interview assignment, the learner will prepare a list of questions related to the purpose of the interview.

Teaching/Learning Strategy

Explain to the learners that an interview is a meeting between two or more persons which is held for the purpose of obtaining information. Introduce the learners to the following guidelines for conducting an interview: be sure of your facts, know what information you are seeking, and respond courteously to the interviewee.

Suggest conducting interviews with the following persons:

candidate for Student Council president
principal
physical education teacher
patrol members.

Discuss the importance of asking meaningful questions during an interview. Ask the learners to select an interviewee and set a purpose for the interview. Have them prepare a list of questions for the interview. Suggest that they begin their questions with who, what, where, when, why, and how. Check to see that their questions relate to the purpose of the interview.

Criterion

The learner will prepare a list of interview questions related to the purpose of the interview with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. _____	p. _____	p. _____
Nontextual	______________________	p. _____	p. _____	p. _____
Reinforcement	______________________	p. _____	p. _____	p. _____

Skill	Speaking	**Grade 4**	
Subskill	Communication Techniques: Interviews	**Objective No.**	23
Objective	Given instruction, the learner will conduct a proper, purposeful interview.		

Teaching/Learning Strategy

Remind the learners that an interview is a meeting during which an interviewer asks an interviewee questions for the purpose of obtaining information. Guide the learners to select a person for an interview and to prepare a list of pertinent questions. Use the following suggested format to help the learners prepare for an interview situation:

Person to be interviewed: Physical education teacher
Topic: Requirements for the job
Questions:
  What are the requirements for a physical education teacher?
  Where are some colleges in or near Chicago for future physical education teachers?
  How much will it cost for this education?
  Who orders physical education equipment?
  Why is the equipment ordered?
  Who pays for the physical education equipment?

Instruct the learners to accurately record the information from the interview so that they can prepare a report on it.

Criterion

The learner will conduct a proper, purposeful interview. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**	
Subskill	Communication Techniques: Persuasion	**Objective No.**	24
Objective	Given an idea or a product to promote, the learner will prepare an oral selection relating it to the listener's needs.		

Teaching/Learning Strategy

Explain the use of persuasive language. Tell the learners that it is used to enhance or to promote an idea or product. Discuss the following examples of persuasive language with the learners:

A Steak	
tender	high in protein
juicy	good for you
tasty	makes you strong
delicious	develops muscles
succulent	charcoal-flavored

> All of the pleasures of fine dining are waiting for you when you try one of our giant, juicy, charcoal-broiled steaks! The best you've ever tasted! Tickles your palate while it fills you with protein! So delicious and tender, it melts in your mouth.

Instruct the learners to select an idea or a product to promote in an oral presentation. Point out that their selection should be something that can be related to the listener's needs. Encourage them to use vocabulary designed to attract the listener's attention. Allow the use of visuals in the oral presentation.

Criterion

The learner will prepare an oral selection promoting an idea or a product. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Persuasion

Objective No. 25

Objective Given an idea or an item to introduce, the learner will explain it sequentially.

Teaching/Learning Strategy

Explain to the learners the importance of knowing pertinent information in order to present an idea or item effectively. Stress the importance of studying the information in order to explain it sequentially.

Use the following example to show the learners how an idea can be introduced through a sequential explanation.

The Broken Window Mystery

1. I reported the broken window to my parents.
2. Then I interviewed John, who was standing in the room with the broken window, and heard his explanation of the story.
3. Next, we looked carefully at the broken window.
4. We discovered that the broken glass was inside the window. If something had been thrown from inside the house where John was, the glass would be outside the window. Then we knew! John did not break the window.
5. The hurt look on John's face convinced us we were right.
6. We had to continue looking for the person who broke the window--a person who was outside the house.

Criterion

The learner will tell the sequential steps needed to explain an idea or an item. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**	
Subskill	Communication Techniques: Debates and Arguments	**Objective No.**	26
Objective	Given an opportunity to debate a question, the learner will present his/her point of view.		

Teaching/Learning Strategy

Explain to the learners that a debate is a discussion of a question by considering opposing arguments. Present the following terms to the learners:

debate--argument and evidence to support a point of view
opponent--person on the opposite side of a debate
affirmative--side in favor of the debate question
negative--side against the debate question.

Discuss the following debate procedures with the learners:

Explain your position on the question.
Present evidence to support your position.
Be aware that there is only one conclusion to a debate and that your argument must lead the listener to your conclusion.

Identify several debate questions. Relate them to current events or content area topics. Have the learners select a question and present their point of view on it.

Criterion

The learner will present his/her point of view while debating a question. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Communication Techniques: Parliamentary Procedure

Objective No. 27

Objective Given an opportunity to follow parliamentary procedure, the learner will use the vocabulary associated with it.

Teaching/Learning Strategy

Explain that some meetings are conducted according to parliamentary procedure. Help the learners become aware of correct vocabulary for parliamentary procedure so that they will utilize it during meetings.

chairman--person in charge of the meeting
aye--yes vote
nay--no vote
recognize--let someone speak
second a motion--agree with the motion
motion--request that some action be taken
majority--more than half
minority--fewer than half
minutes--record of what happened at a meeting
adjournment--end of the meeting

Guide the learners to understand that parliamentary procedure is a plan for conducting a meeting. Point out that it helps to accomplish the purpose of the meeting in an orderly manner.

Criterion

The learner will use parliamentary procedure vocabulary during appropriate meetings. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Communication Techniques: Parliamentary Procedure **Objective No.** 28

Objective Given a classroom meeting, the learner will conduct business according to parliamentary procedure.

Teaching/Learning Strategy

Explain the order of a meeting conducted according to parliamentary procedure: chairperson calls meeting to order; secretary records absences and reads minutes of last meeting; minutes are approved; old business is completed; new business is discussed; meeting is adjourned.

Acquaint the learners with the following format used in a meeting conducted according to parliamentary procedure:

1. Participant must stand and address the chairperson as "Mr. Chairman" or "Madame Chairman" for recognition.
2. Participant must remain standing until recognized by the chairperson.
3. Participant must make a motion when he/she wishes action to be taken; for example, "I move that...."
4. The chairperson repeats the motion and asks for a second (someone to agree); a participant must respond, "I second the motion."
5. Discussion takes place after the motion has been seconded.
6. Chairperson calls for a vote by saying, "Are you ready for the question?" If there are no objections, the chairperson repeats the motion. He/she says, "All those in favor signify by saying aye. All those opposed signify by saying nay."
7. Chairperson states whether or not motion has been carried (passed).

(Continued)

OBJECTIVE NO. 28 (cont.)

Have the learners conduct a classroom meeting, using parliamentary procedure. Ask the class representative to lead the meeting. Provide an opportunity for all the learners to participate in the meeting.

Criterion

The learner will conduct business at a classroom meeting according to parliamentary procedure. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Communication Techniques: Criticisms **Objective No.** 29

Objective Given an opportunity to comment on an oral presentation, the learner will comment on the speaker's skills from a given list.

Teaching/Learning Strategy

Lead a discussion of the positive aspects of an oral presentation with the learners. Point out the strong points of the oral presentation. Make positive suggestions for improvement in future presentations. Encourage the learners to join in the discussion when they are able to make positive comments. Make every discussion a positive experience so as to encourage improvement. Use the checklist suggested below to help the learners make constructive comments.

Oral Presentation Checklist

	Yes	No
Did the learner appear relaxed?	___	___
Did the learner exhibit good eye contact?	___	___
Did the learner use proper body language?	___	___
Did the learner use proper facial expressions?	___	___
Did the learner use the appropriate volume?	___	___
Did the learner use correct pronunciation?	___	___
Did the learner make the purpose of the presentation clear?	___	___
Did the learner speak at an appropriate rate?	___	___
Did the learner select an interesting topic?	___	___
Did the learner organize his/her presentation well?	___	___

Additional Comments ____

____

____

Criterion

The learner will comment on an oral presentation, using a given list. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Grade 4

Objective No. 1

Skill Speaking

Subskill Methods of Delivery:
Oral Reading

Objective Given an oral selection, the learner will use appropriate pitch, rate, and intonation to convey its meaning.

Teaching/Learning Strategy

Tell the learner that the purpose of an oral reading is to allow the sharing of ideas and enjoyment. Review with the learners the responsibilities of the speaker:

To choose a selection that meets the needs and interests of the listener
To vary voice in pitch, rate, and tone
To maintain eye contact with the listener
To use body language appropriate to the selection
To use a pleasant voice with adequate volume.

Read selections to the learners to demonstrate the techniques listed above. Consider the following stories from The Arbuthnot Anthology of Children's Literature for brevity, simplicity, and variation in language:

The Banyan Deer (page 166)
Momotaro: Boy of the Peach (page 174)
The Golden Touch (page 250)
The Real Princess (page 302)

Have the learners choose short, interesting reading selections to present orally. Tell the learners to prepare a brief introduction to the reading selection so that listeners will know what to expect.

Criterion

The learner will use appropriate pitch, rate, and intonation to convey meaning in presenting an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Methods of Delivery:
Oral Reading

Objective No. 2

Objective Given an informative article, the learner will use appropriate pitch, rate, and intonation to convey the author's meaning.

Teaching/Learning Strategy

Tell the learners that oral reading is a form of communication through which a person conveys an author's ideas and feelings about a subject. Direct the learner to choose material that meets the needs and interests of the listener; read the selection silently to determine the main ideas; learn the meaning and pronunciation of new words; select words to be emphasized in highlighting meaning; and practice reading the selection aloud to develop skill and self-confidence. Recommend the use of a conversational tone and a businesslike manner when presenting an informative selection.

Have the learners prepare for oral presentation of articles and passages from an encyclopedia, textbooks, and newspapers and magazines.

Criterion

The learner will use appropriate pitch, rate, and intonation to convey the author's meaning in a given informative article. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Grade 4

Skill Speaking

Subskill Methods of Delivery: Creative Dramatics

Objective No. 3

Objective Given a character, the learner will role-play the part.

Teaching/Learning Strategy

Tell the learners that "creative" dramatics refers to forms of drama in which the action and speech are spontaneous, imaginative, and improvised at the moment of delivery.

Have the learners read a story and plan its dramatization. Review with the learners plot, setting, and characters. Have each learner then choose a character to portray. Encourage the learners to use classroom furnishings as aids to dramatization.

Direct the learners to improvise dialogue and action freely to interpret the character.

Use stories and poems from the basal reader for additional activities.

Criterion

The learner will role-play the part of a character. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Speaking

Subskill Methods of Delivery: Creative Dramatics

Objective No. 4

Objective Given a real-life situation, the learner will role-play one of the characters.

Teaching/Learning Strategy

Direct the learners to think of the people they meet daily. Emphasize the importance of trying to determine and understand the feelings and actions of these persons. Have the learners characterize two or three persons in the same situation. Use a situation such as shopping at the supermarket. Have the following persons in the situation:

a boy eager to get to a baseball game
a mother returning a purchase for refund or exchange
a man unfamiliar with the store.

Provide opportunities for the learners to take turns enacting the roles of--

the manager of the store
the onlookers
the shopper
the check-out clerk
the stock persons

Encourage the learners to think of situations they would like to enact. Have the learners collect or bring to class magazine pictures which depict common experiences of everyday living. Have the learners display the pictures and discuss the characters, setting, and probable action of each one. Have the learners employ make-believe properties to dramatize the picture stories.

Criterion

The learner will play the role of a character in a real-life situation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________________	p. ____	p. ____	p. ____
Nontextual	________________	p. ____	p. ____	p. ____
Reinforcement	________________	p. ____	p. ____	p. ____

Skill Speaking

Grade 4

Subskill Methods of Delivery:
Demonstrations

Objective No. 5

Objective Given directions and materials, the learner will give a demonstration.

Teaching/Learning Strategy

Provide materials and instructions for processes, products, and projects taken from art, science, or social studies. Have the learners choose a project, study the directions, and demonstrate it to the class. Encourage the learners to bring their own materials and directions.

Review with the learners the standards for informative speaking. Encourage the speaker to be--

accurate and present the essential ideas in the most effective sequence
brief and omit unnecessary details
clear and present all important ideas and steps
distinct in word pronunciation
flexible in vocal volume.

Use the following suggested outline to aid the learners in planning the demonstration. Instruct the learners to be accurate, brief, and clear.

I. Prepare an introductory statement
  A. State the purpose of the demonstration.
  B. Tell what will happen as a result of the demonstration.

II. Identify materials used in demonstrations.
  A. Explain the use of each material.
  B. Arrange materials in order of use.

(Continued)

OBJECTIVE NO. 5 (cont.)

III. Demonstrate the procedure to the class.
    A. Follow the instructions in sequential order.
    B. Display the product or process at each step.

IV. Prepare a summary statement.
    A. Restate the purpose of the demonstration.
    B. Describe the materials used and offer suggestions for the use of the demonstration.

Criterion

The learner will give a demonstration. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Grade 4

Skill Speaking

Subskill Methods of Delivery: Memorized Speech

Objective No. 6

Objective Given a play script, the learner will memorize the dialogue for a particular part.

Teaching/Learning Strategy

Select a play from a basal reader, a language arts text, or a professional magazine related to a holiday or content area unit of study. Direct the learners to read the play orally in small groups so that each learner can read a particular part. Stress the importance of noting punctuation in order to read the dialogue effectively. Point out that the dialogue tells us things about the characters in the selection.

Direct the learners to dramatize the play in small groups. Provide an opportunity for the learners to select particular parts. Have them memorize their parts.

Allow them to practice their dramatization in small groups, using costumes and props. Stress the importance of memorizing their lines so that the dramatization will flow smoothly.

Provide an opportunity for the learners to present their dramatization at a school assembly program, or invite other classes to the room to see the performance.

Criterion

The learner will memorize the dialogue for a particular part. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**
Subskill	Style Persuasion	**Objective No.** 1
Objective	Given an opportunity to use persuasion, the learner will involve the listener's needs with those of his/her own.	

Teaching/Learning Strategy

Discuss with the class methods they use to persuade other people to accept their ideas or their way of doing things. Draw from the children the way they acquire extra money from a parent or how they talk themselves out of a chore at home. Bring out the many strategies they use for "getting away with" or "getting out of" things.

Elicit from the students how they use persuasion to help others while helping themselves. Ask a learner to persuade someone to finish his/her magazine quickly in order to obtain it for himself/herself. Have one learner urge another to finish his/her tasks promptly in order to accompany the speaker to the park where he/she may not go alone.

Explain that the person who persuades has a need. Assign a TV activity at a time when all can listen to the same commercial. Discuss: "What is the need?" "How is the persuasion managed?" "Is the commercial persuasion carried out as smoothly as that used on the learner's parents?" "Is it done more cleverly?"

Hold an election for class president. Have candidates for the office persuade or sell themselves to the group. Have them convince their listeners that they are the best candidates.

Criterion

The learner will involve the needs of his/her audience with his/her own. Teacher judgment will determine acceptable performance.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**
Subskill	Style Persuasion	**Objective No.** 2
Objective	Given an opportunity to use persuasion, the learner will show how the listener will gain by using his/her idea or item.	

Teaching/Learning Strategy

Tell the class that persuasion is accomplished by getting the listeners to think that they will gain in some way. Explain that the listeners must think that they may benefit by accepting a persuasive argument in the following manner:

> I will vote for this person. He/she will see that I get a raise in pay.
> I will buy meat dog food because it is good for my dog's health.
> I'll do the dishes for the next three days so that my sister will let me wear her blouse.

Ask for examples from the class. List them on the chalkboard and discuss them.

Place some articles, such as staples, scissors, notebooks, and trays, on your desk. Ask the class to list some persuasive statements that can be said about the articles. Explain that the statements must show that the class will gain by using those items instead of a competitor's product. Point out that negative statements should not be made about a competitor's items. Ask the learners to present their persuasive comments to the class orally, without using notes.

Criterion

The learner will show how listeners will benefit by using his/her product. Teacher judgment will determine acceptable performance.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Speaking **Grade 4**

Subskill Style
Persuasion **Objective No.** 3

Objective Given an opportunity to use persuasion, the learner will call for an action or decision from the listener.

Teaching/Learning Strategy

Explain to the learners that the use of facts to support a certain point of view is a form of persuasion. Stress the importance of accuracy when presenting facts. Point out that references may be cited to identify the location of the facts.

Set up a discussion of an appropriate current event or content-area topic related to a unit of study. Have the learners select a position on the event or topic and gather facts to support it. Allow them to discuss their topics in small groups with each participant presenting his/her facts in a persuasive manner. Stress the importance of presenting information so that the listeners will plan an action or make a decision from the discussion. Have each group report its course of action or decision related to the discussion.

Criterion

The learner will persuade the listener to plan an action or make a decision. Teacher judgment will determine acceptable performance.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**
Subskill	Style Persuasion	**Objective No.** 4

Objective Given a speaking situation, the learner will use five persuasive statements to convince the listener.

Teaching/Learning Strategy

Tell the learners that convincing an audience to use a product or a service is a form of persuasion. Note the use of this form of persuasion in television commercials. Have the learners watch appropriate television commercials. Allow them to discuss the commercials in small groups, noting the use of persuasion. Remind them to note the use of glittering language and attractive visuals in the commercials.

Place a list of products on the chalkboard similar to the one below. Allow the learners to add to the list.

automotive products (oil, gas, tires)
cleaning agents (scouring powders, waxes)
food (fast foods, grocery chains)
shoes (dress, casual, sport).

Direct the learners to select a product and to list five persuasive statements to convince someone of the benefits of using the product. Ask the learners to present their statements to the class orally. Discuss the effectiveness of the persuasive statements. Allow them to use visuals in their presentations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking **Grade 4**

Subskill Style
Persuasion **Objective No.** 5

Objective Given a persuasive situation, the learner will defend himself/herself from persuasion.

Teaching/Learning Strategy

Instruct the learners that clear thinking is required to defend or protect oneself from persuasion. Tell the learners the questions who? what? why? are useful in keeping one's thinking straight. Use the following sample questions:

Who is asking you to do something?
What are they asking you to do?
Why are they asking you to do it?

Emphasize that it is the listener's responsibility to examine the motives of the persuader. Direct the learners to form their own opinions and to be able to give reasons to support them. Instruct the learners that reasons should be based on facts and not on feelings.

List persuasive situations similar to the ones below. Allow the learners to add situations. Have them select a situation and defend themselves from persuasion.

Going home with a friend after school without asking your mother.
Leaving the playground at recess with friends to buy candy.

Criterion

The learner will defend himself/herself from persuasion in a persuasive situation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Speaking

Subskill Style: Humorous

Grade 4

Objective No. 6

Objective Given a definition of exaggeration, the learner will relate a personal experience, exaggerating the details.

Teaching/Learning Strategy

Explain to the learners that exaggeration (hyperbole) is a figure of speech which is used to emphasize information. State examples of exaggeration such as the following:

> The waves are as high as mountains.
> This box weighs a ton.

Read a tall tale to the learners. Have them identify examples of exaggeration. Relate a personal experience to the learners in a factual manner. Retell the experience in the form of a tall tale, using exaggeration.

Direct the learners to take a personal experience and make it into a humorous tale through the use of exaggeration. Have the learners present their stories in small groups. Remind the learners to present their stories in a serious manner so that the humor and exaggeration will be effective.

Criterion

The learner will relate a personal experience, using exaggeration. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**
Subskill	Style Dramatic	**Objective No.** 7
Objective	Given a familiar story, the learner will role-play an important character.	

Teaching/Learning Strategy

Select a familiar story from a basal text or literature book. Have the learners identify the important characters and events from the story. List them on the chalkboard. Discuss the important characters and how they acted in specific events of the story. Explain the use of dialogue in portraying a character. Show how it develops the action in the events of the story. Divide the learners into small groups. Have each group select one event from the story and role-play the parts of important characters in the event.

Criterion

The learner will role-play a character part. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual ______	p. ____	p. ____	p. ____
Nontextual ______	p. ____	p. ____	p. ____
Reinforcement ______	p. ____	p. ____	p. ____

Skill Speaking

Subskill Style
Information

Grade 4

Objective No. 8

Objective Given an oral report, the learner will cite the reference material used.

Teaching/Learning Strategy

Provide a variety of content-related topics that may be used for oral reports. Have the learners select a topic and prepare a report, using reference material. Direct the learners to use the following suggested guidelines for preparing and making an oral report. Have them present reports and cite reference materials used.

Preparing an Oral Report

1. Choose a topic.
2. Take notes on your topic from reference books.
3. Study your notes.
4. List the order in which you will present your material.
5. Write the source of your information in your notes.
6. List questions that should be answered in the report.

Making the Oral Report

1. Introduce the topic with a statement of the main idea.
2. Give details in sequential order.
3. Limit comments to the assigned topic.
4. Make a closing statement to summarize the report.
5. Speak clearly, using an appropriate voice.
6. Give reference(s) for the source(s) of information after the report.

Have the learners present their reports in small groups. Check to see that they cite references used.

Criterion

The learner will cite references used in an oral report. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Speaking	**Grade 4**	
Subskill	Style Information	**Objective No.**	9

Objective Given an assigned oral report to present, the learner will use audiovisual material whenever possible.

Teaching/Learning Strategy

Discover the learners' hobbies or special interests. Prepare a listing of them on a chart, according to various categories. Have the learners do some research on their hobbies or interests for the purpose of obtaining background information. Have them check the school and public library to determine the availability of audiovisual materials related to their hobbies or special interests.

Assign oral reports on topics related to the learners' hobbies or interests. Stress the importance of developing the report in an organized manner and presenting it in an interesting way. Suggest that students make drawings, charts, or transparencies related to their presentation. Show them how to present their visuals in an effective manner and to use the overhead projector.

Have them present their reports in small groups, using audiovisual material whenever necessary.

Criterion

The learner will use audiovisual material whenever possible when giving an oral report. Teacher judgment will determine mastery.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ______	p. ______	p. ______
Nontextual	______	p. ______	p. ______	p. ______
Reinforcement	______	p. ______	p. ______	p. ______

Reading maketh a full man; conference a ready man; and writing an exact man.

Francis Bacon

WRITING

Skill Writing

Grade 4

Subskill Fundamental Skills: Handwriting

Objective No. 1

Objective Given a form for a standard heading for written work, the learner will head papers correctly.

Teaching/Learning Strategy

Make a chart displaying the suggested standard form for heading papers, as indicated below. Explain the form required for the standard heading to the learners. Require them to use this form for heading papers on all written assignments.

Ann Lang Room 101 Grade 4
James School January 6, 1983
Social Studies

When the members of the class met...

Discuss the use of manuscript/cursive writing for heading papers with the learners. Tell them that the manuscript form is used to help them maintain specific skills after transitioning into cursive writing.

Criterion

The learner will use a standard form for heading papers with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Subskill Fundamental Skills: Handwriting

Grade 4

Objective No. 2

Objective Given instruction, the learner will use the proper position when writing.

Teaching/Learning Strategy

Tell the learners that the use of proper position when writing will help them in the development of effective handwriting skills. List the following suggested steps for using a proper position when writing on a chart or the chalkboard.

Rest feet on the floor.

Place arms on the desk.

Maintain a comfortable, upright posture.

Hold the pen/pencil between the thumb and second finger, with the index finger resting on the top of the writing tool.

Use the appropriate paper placement suggested by the handwriting system adopted at the school.

Discuss the steps with the learners. Provide an opportunity for the learners to develop and practice handwriting skills during the language arts period. Check to see that they follow the steps for proper position. Remind the left-handed writers to tilt their papers to the right and right-handed writers to tilt their papers to the left.

Criterion

The learner will use the proper position when writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

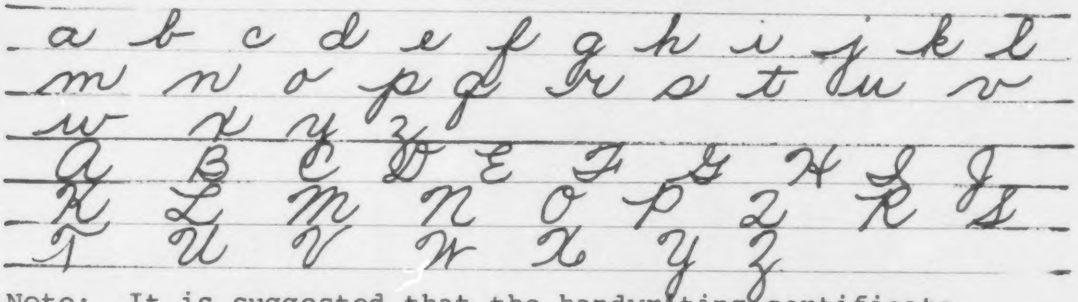
Skill Writing **Grade 4**

Subskill Fundamental Skills: Handwriting **Objective No.** 3

Objective Given a cursive handwriting model for letter formation, the learner will form the capital and lower-case letters correctly.

Teaching/Learning Strategy

Display a cursive handwriting model of capital and lower-case letters similar to the one suggested below. Discuss the model with the learners, and demonstrate how to form each capital and lower-case letter. Use the chalkboard or an overhead projector for the demonstration. Provide an opportunity for the learners to practice writing capital and lower-case letters correctly from the language arts time block. Stress the importance of correct letter formation and neatness.


a b c d e f g h i j k l
m n o p q r s t u v
w x y z
A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

Note: It is suggested that the handwriting certificate located in the appendix of this guide be duplicated and awarded at the teacher's discretion. The standards set by the handwriting system used at the local school may serve as the basis for awarding the certificate. It is recommended that the handwriting system be selected from the Approved List of Instruction Materials for Language Arts.

Criterion

The learner will correctly form capital and lower-case letters, using cursive writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Handwriting

Objective No. 4

Objective Given instruction, the learner will use proper spacing in handwriting.

Teaching/Learning Strategy

Discuss letter, word, and sentence spacing in handwriting with the learners. Show the learners how proper spacing in handwriting facilitates fast and easy reading. Provide examples of proper spacing in handwriting similar to the ones suggested below.

All animals are not the
same. They can be grouped
according to characteristics.

Discuss the examples with the learners, and point out the consistency in letter, word, and sentence spacing. Instruct the learners to form and to join their letters properly in order to facilitate spacing in handwriting. Direct them to use appropriate spacing between words and sentences, as indicated in the examples.

Provide an opportunity for the learners to practice this handwriting skill during the language arts period. Check to see that they use proper spacing in their work.

Criterion

The learner will use correct spacing in handwriting. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

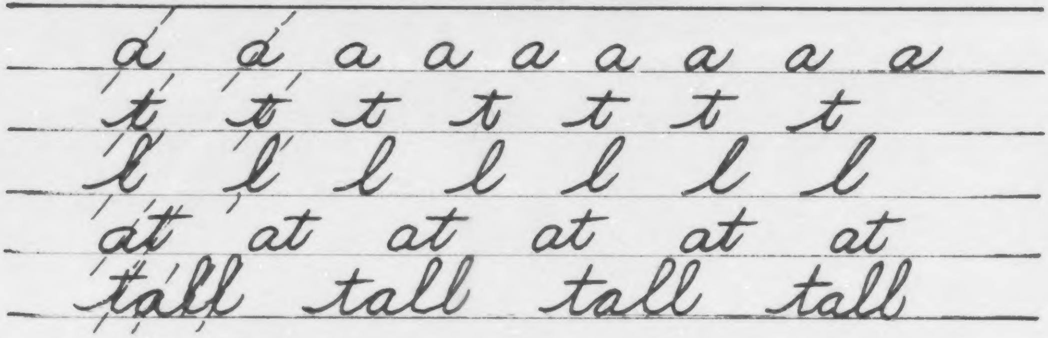
Subskill Fundamental Skills: Handwriting

Objective No. 5

Objective Given examples, the learner will write with a uniform slant.

Teaching/Learning Strategy

Discuss the importance of developing a uniform slant in handwriting with the learners. Emphasize that this element of handwriting facilitates readability and continuity. Use the chalkboard, a chart, the overhead projector, and handwriting textbooks to show the learners examples of a uniform slant. Point out that the use of proper strokes in forming and in joining letters is important in the development of a uniform slant, as indicated in the examples below.


a a a a a a a a a
t t t t t t t
l l l l l l l
at at at at at at
tall tall tall tall

Remind the learners to use correct position, appropriate spacing, and proper letter size in order to facilitate the development of a uniform slant in their handwriting.

Criterion

The learner will write with a uniform slant. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 6

Objective Given a list of appropriate one-syllable words, containing vowel digraphs, the learner will spell the words correctly.

Teaching/Learning Strategy

Prepare a list of one-syllable spelling words containing vowel digraphs similar to the one suggested below. Use the basal reader, a language arts textbook, or a spelling book selected by the school to identify the words.

Words with Vowel Digraphs

mail	dream	tie	loan	blue
sail	scream	tried	roast	true

Give a pretest to identify the learners' spelling needs for the lesson. Use the following suggested test format: (1) pronounce the word, (2) use the word in a sentence, (3) pronounce the word, and (4) have the learners write the word. Help the learners check their tests. Ask them to keep a list of correctly and incorrectly spelled words in their notebooks. Collect the tests and remind the learners to focus their study on the misspelled words.

Place the spelling words on a chart or the chalkboard. Discuss the words with the learners, and guide them to note that the words contain one syllable and a vowel digraph. Direct the learners to study the words, using the steps suggested below. List the steps on a chart displayed in a prominent place.

Steps for Studying Spelling

Examine the word.
Pronounce the word.
Note the sound/letter patterns.
Identify prefixes/suffixes.
Write the word.
Check for correct spelling.
Practice writing the word correctly.
Use the word in a sentence, story, poem, or report.

(Continued)

Direct the learners to write declarative, interrogative, imperative, and exclamatory sentences, using the words. Ask them to underline the spelling word in each sentence. Check the sentences for correct spelling and punctuation.

Give a posttest, using the pretest format. Help the learners compare the results of their pretest and posttest.

Criterion

The learner will correctly spell appropriate one-syllable words containing vowel digraphs with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 7

Objective Given a list of words containing ar, er, ir, or, or ur letter patterns, the learner will spell the words correctly.

Teaching/Learning Strategy

Identify an appropriate list of spelling words containing ar, er, ir, or, or ur letter patterns similar to the one suggested below. Use the basal reader, language arts textbook, or the spelling book selected by the school to identify the words.

Words with R-Controlled Vowels

card	fern	first	word	hurt
garden	herd	sir	torn	turn

Give a pretest to determine the learners' spelling needs for the lesson, using the test format suggested in # -6. Help the learners check their tests, and direct them to keep a list of correctly and incorrectly spelled words in their notebooks. Guide them to focus their study on the misspelled words. Collect the tests.

Place the spelling words on a chart or the chalkboard. Discuss the words with the learners. Point out that the vowel sounds before the consonant r may have different spellings. Guide the learners to study the words, using the suggested steps in # -6.

Divide the learners into groups. Have them take turns pronouncing and spelling the words. Allow them to locate other words with r-controlled vowels in their dictionaries. Provide an opportunity for them to share their words. Give the posttest, using the suggested pretest format. Have learners compare the results of their tests.

Criterion

The learner will spell appropriate words, containing r-controlled vowels, with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ______	p. ______	p. ______
Nontextual	______	p. ______	p. ______	p. ______
Reinforcement	______	p. ______	p. ______	p. ______

Skill Writing

Subskill Fundamental Skills: Spelling

Grade 4

Objective No. 8

Objective Given a list of words containing double consonants, the learners will spell the words correctly.

Teaching/Learning Strategy

Provide a list of appropriate spelling words containing double consonants, similar to the one suggested below. Use the basal reader, language arts textbook, or spelling book selected by the school to identify the words.

Words with Double Consonants

barrel	common	letter	passage	summer
baggage	happen	middle	ribbon	sudden

Give a pretest to determine the learners' spelling needs, using the procedures suggested in #-6.

Write the spelling words on a chart or the chalkboard. Discuss the words with the learners. Point out that the double consonant stands for one sound. Tell the learners to separate the syllables of a double consonant, two-syllable word between the double consonants. Remind them to follow this procedure when writing. Have them use their dictionaries to divide the words into syllables, if necessary. Guide the learners to study the words, using the steps suggested in #-6.

Ask the learners to write a letter to a friend, telling him/her about their summer vacation. Direct them to use as many words as possible from the spelling list. Provide an opportunity for the learners to share their letters. Check the number of words used and the spelling of the words.

(Continued)

OBJECTIVE NO. 8 (cont.)

Give the posttest, using the format suggested for the pretest. Help the learners compare the test results.

Criterion

The learner will spell appropriate words containing double consonants with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Spelling	**Objective No.** 9
Objective	Given a list of appropriate root (base) words containing prefixes, the learner will spell the words correctly.	

Teaching/Learning Strategy

Prepare a spelling list, containing root (base) words with prefixes as suggested below. Use the basal reader, the language arts textbook, and the spelling book used at the school to identify the words.

Words with Prefixes

bimonthly	distrust	enlarge	incomplete	return
telephone	embed	impolite	proclaim	untruth

Administer a pretest to determine the learners' spelling needs, using the procedures suggested in # -6.

Write the spelling words on a chart or the chalkboard. Discuss the words with the learners, pointing out the root (base) word and the prefix. Ask the learners to use their dictionaries to write the pronunciation and definition of the spelling words and to make a list of the prefixes and their meanings. Guide the learners to study the spelling words, using the steps suggested in # -6.

Give the posttest, using the format suggested for the pretest. Help the learners compare the test results.

Criterion

The learner will spell appropriate root (base) words containing prefixes with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 10

Objective Given a list of appropriate root (base) words containing suffixes, the learner will spell the words correctly.

Teaching/Learning Strategy

Identify a list of appropriate root (base) words containing suffixes, as suggested below. Use the basal reader, language arts textbook, or spelling series selected by the school to identify the words.

	Words with Suffixes			
contentment	direction	lawful	payment	selfish
dentist	talented	payable	quickly	weakness

Give a pretest to identify the learners' spelling needs for the lesson, using the procedures suggested in # -6.

Write the spelling words on a chart or the chalkboard. Discuss the words with the learners, identifying the root (base) word and the suffix. Have the learners use their dictionaries to write the pronunciation and definition of the spelling words and to make a list of the suffixes and their meanings. Guide the learners to study the spelling words, using the steps suggested in #-6.

Give the posttest, using the format suggested for the pretest. Have the learners compare their test results.

Criterion

The learner will spell appropriate root (base) words containing suffixes with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 11

Objective Given an appropriate list of compound words, the learner will spell the words correctly.

Teaching/Learning Strategy

Prepare a spelling list of compound words similar to the one suggested below. Use the basal reader, the language arts textbook, or the spelling book selected by the school to identify the words.

Compound Words

- countdown
- spacecraft
- inside
- outside
- hot dogs
- French fries
- whenever
- rainbow
- fire engine
- seat belt

Give a pretest to identify the learners' spelling needs, using the format suggested in #-6. Help the learners check their papers, and direct them to list the correctly and incorrectly spelled words in their notebooks. Guide them to focus their study on the misspelled words. Collect the tests.

Place the spelling words on a chart or the chalkboard. Discuss the words with the learners. Point out that compound words are two or more words used together to identify one object or idea. Explain that closed compounds form one word, and open compounds have a space between the words. Guide the learners to study the words, using the steps suggested in #-6.

Direct the learners to write the spelling words on index cards. Have them use dictionaries to write the pronunciation and definition of the word on the card. Encourage the learners to study the words when they have a few extra minutes. Provide an opportunity for the learners to study their word cards in pairs.

(Continued)

Give a posttest, using the suggested format. Have the learners compare the results of their tests.

Criterion

The learner will spell appropriate compound words correctly with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 12

Objective Given a list of contractions, the learner will spell the words correctly.

Teaching/Learning Strategy

Prepare a spelling list of contractions similar to the one suggested below. Use the basal reader, language arts textbook, or the spelling book used at the school to identify the words.

Contractions

she's	he'll	can't	we're	should've
it's	she'll	wouldn't	who'd	we've

Remind the learners that a contraction is a combination of a verb with another word. Tell them that an apostrophe is used where a letter or letters have been omitted. Give a pretest to identify the learners' needs, using the test format suggested in #-6. Help the learners check the tests, and direct them to keep a list of correctly and incorrectly spelled words in their notebooks. Guide them to focus their study on the incorrectly spelled words. Collect the tests.

Place the spelling words on a chart or the chalkboard. Discuss the words with the learners. Identify the word combinations for the contractions. Ask the learners to identify what letter or letters are represented by the apostrophe and to add other contractions to the list. Direct the learners to use the contractions in their written activities and to spell them correctly. Guide the learners to study the spelling words, using the steps suggested in # 6.

(Continued)

Give the posttest, using the suggested pretest format. Have the learners compare the test results.

Criterion

The learner will spell contractions correctly with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 13

Objective Given a list of appropriate homophones, the learner will spell the words correctly.

Teaching/Learning Strategy

Develop a spelling list of homophones similar to the one suggested below. Use basal readers, language arts textbooks, or spelling books selected by the school to identify the words.

Homophones

seen	berry	stare	would	deer
scene	bury	stair	wood	dear

Remind the learners that homophones are words that have the same sound but different meanings and different spellings. Give a pretest to the learners to determine their spelling needs, using the format suggested in #-6.

Emphasize the necessity of using context clues in the dictated sentences to identify the spelling word. Help the learners check their tests and direct them to keep a list of correctly and incorrectly spelled words in their notebooks. Guide them to focus their study on the misspelled words. Collect the tests.

Place the spelling words on a chart or the chalkboard. Discuss the words with the learners and guide them to study the words, using the steps suggested in #-6.

Direct the learners to use their dictionaries to write the pronunciation and definition of the spelling words. Ask them to use the words in sentences. Have them use their dictionaries to identify other homophones. Provide an opportunity for them to share their sentences and additional homophones.

(Continued)

OBJECTIVE NO. 13 (cont.)

Give the pretest, using a format similar to the one suggested for the posttest. Have the learners compare the results of their tests.

Criterion

The learner will spell appropriate homophones correctly with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Spelling

Objective No. 14

Objective Given a list of appropriate words from the content areas, the learner will spell the words correctly.

Teaching/Learning Strategy

Develop a list of spelling words from the content areas similar to the ones suggested below. Use content area textbooks, curriculum guides, and spelling books selected by the school to identify the words.

Content Area Words

mountain
plateau
regions
resources
universe
environment
condition
atmosphere
area
percent
decimal
fraction

Introduce the words to the learners and write them on a chart or the chalkboard. Develop the content area unit concepts related to the words. Direct the learners to write the words in their notebooks and to use them in content-related sentences similar to the following:

regions	The United States has specific regions, such as the Midwest, Eastern Seaboard, and Far West.

Give a pretest to determine the learners' spelling needs for the lesson, using the test format suggested in #-6. Help the learners check their tests, and direct them to keep a list of correctly and incorrectly spelled words in their notebooks. Guide them to focus their study on the misspelled words. Collect the tests.

(Continued)

OBJECTIVE NO. 14 (cont.)

Direct the learners to study the words, using the steps suggested in J-6. Have the learners use the content area words in written activities related to the unit of study. Guide them to refer to the words on the chart or in their notebooks for the correct spelling or to use a dictionary, if necessary.

Give the posttest, using the suggested pretest format. Have the learners compare the results of their tests.

Criterion

The learner will spell appropriate words from the content areas with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________________	p. ____	p. ____	p. ____
Nontextual	____________________	p. ____	p. ____	p. ____
Reinforcement	____________________	p. ____	p. ____	p. ____

Skill Writing

Subskill Fundamental Skills:
Grammar/Usage

Grade 4

Objective No. 15

Objective Given examples, the learner will identify and use common and proper nouns correctly.

Teaching/Learning Strategy

Lead a discussion of common and proper nouns with the learners. Point out that proper nouns are names for particular persons, places, and things, while common nouns do not identify an exact person, place, or thing. Place sentences similar to the following on the chalkboard to help the learners identify common and proper nouns.

> The first month of the year was extremely cold. (common noun)
> January was an extremely cold month. (proper noun)
>
> The class visited the museum. (common noun)
> The class visited the Museum of Science and Industry. (proper noun)

Discuss the nouns in the sentence pairs with the learners. Lead them to the generalization that proper nouns are usually capitalized.

Direct the learners to write similar sentence pairs, using common and proper nouns. Ask them to underline the nouns and to label them correctly as common or proper nouns. Have them share their sentences in small groups. Check to see that the learners identified and used common and proper nouns correctly.

Point out that some words, such as a, an, and the, act as noun signals. Explain that these words indicate a noun will follow.

Criterion

The learner will identify and use common and proper nouns correctly with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills:
Grammar/Usage

Objective No. 16

Objective Given a list of singular nouns, the learner will identify and use the plural forms correctly.

Teaching/Learning Strategy

Remind the learners that nouns are the names of persons, places, and things. Review the concept of singular and plural nouns. Point out that noun plurals are formed in the following ways:

Add s to most singular nouns. (fraction/fractions)
Add es to singular nouns ending in s, sh, ch, and x. (tax/taxes)
Change the y to i for singular nouns ending in y and add es. (library/libraries)
Change f or fe to ve and add s to most singular nouns ending in f or fe. (leaf/leaves, wife/wives)

Place sentences such as the ones suggested below on the chalkboard. Direct the learners to complete the sentences, using the correct plural noun form.

1. We learned how to change fractions to ______. (decimal)
2. The ______ were closed for a short time during the summer. (beach)
3. The large ______ must increase their ______. (city/tax)
4. The ______ fluttered gently to the ground. (leaf)

Answers

1. decimals 2. beaches 3. cities/taxes 4. leaves

Criterion

The learner will identify and use the correct plural forms of singular nouns with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 17

Objective Given singular and plural nouns, the learner will form their possessives and use them correctly in sentences.

Teaching/Learning Strategy

Review singular possessive nouns with the learners. Show classroom materials belonging to the learners. Use sentences containing singular possessive nouns to describe the materials, as indicated below. Write the sentences on the chalkboard and discuss them with the learners. Point out that possession denotes ownership and that an apostrophe and s are added to singular nouns to form their possessives.

Tony's science book is blue and green.
Shirley's pencil case is red.
Chris's ruler is yellow.
Miss Turner's library book is on the table.

Show the learners how to form the possessives of plural nouns by adding an apostrophe to words ending in s or an apostrophe and s to plural nouns that do not end in s, using the following suggested chart.

Plural Noun	Possessive Form
girls	girls'
boys	boys'
children	children's
mice	mice's
geese	geese's

Discuss the plural nouns and their possessive forms with the learners. Have them add nouns to the chart.

(Continued)

OBJECTIVE NO. 17 (cont.)

Place a list of singular and plural nouns such as the following on the chalkboard: players, sailor, women, oxen, animal, cheerleaders, people, family, aunt, and friend. Direct the learners to write the possessive forms for the nouns and use them correctly in sentences.

Answers

Possessive forms: players', sailor's, women's, oxen's, animal's, cheerleaders', people's, family's, aunt's, and friend's

Sentences will vary.

Criterion

The learner will form the possessives of singular and plural nouns and use them correctly in sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Fundamental Skills: Grammar/Usage	**Objective No.**	18

Objective Given a group of selected sentences, the learner will identify the pronouns and state their forms and their functions.

Teaching/Learning Strategy

Lead a discussion of pronouns with the learners. Remind them that a pronoun is a word used in place of a noun or nouns. Explain that pronouns have singular and plural forms and may be used as subjects or direct objects as indicated in the chart below. Tell the learners that singular pronouns represent nouns that identify one person, place, or thing, and plural pronouns represent nouns that identify more than one person, place, or thing. Point out that a pronoun which receives the action of a verb is called a direct object.

Form	Subject Pronouns	Object Pronouns
singular	I, you, he, she, it	me, you, him, her, it
plural	we, you, they	us, you, them

Direct the learners to find examples of singular and plural pronouns used as subjects and objects in their basal readers, language arts textbooks, and content area books. Provide an opportunity for them to share the examples.

Place sentences similar to the ones suggested below on the chalkboard. Have the learners copy the sentences on a sheet of paper with the appropriate heading. Tell them to underline the pronouns and state their forms and functions in the sentences.

1. I went to school at eight o'clock.
2. We walked home at three o'clock.
3. Father did not see him.
4. They are reading in the library.
5. Miss Jones helped them.

(Continued)

Answers

1. I (singular/subject) 2. We (plural/subject) 3. him
(singular/direct object) 4. They (plural/subject) 5. them
(plural/direct object)

Criterion

The learner will identify pronouns in selected sentences and state their forms and their functions with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 19

Objective Given a group of selected sentences, the learner will relate each pronoun to its correct antecedent.

Teaching/Learning Strategy

Review pronouns with the learners. Remind them that pronouns are words that may be used in place of nouns. Tell the learners that an antecedent is a word or words for which the pronoun is substituting. Write sentences such as the following on the chalkboard and show the learners what word or words the pronouns refer to or replace. Draw one line under the pronoun and two lines under the antecedent.

> When Ralph finishes his homework, he will play football.
> Carol knew that she passed the test.
> William lost the book. He was happy when Miss Smith found the book.

Discuss the sentences with the learners. Point out that an antecedent of a pronoun may be in the same sentence or in a preceding sentence. Write sentences such as the following on the chalkboard:

1. Kim said that she expected to win the trophy.
2. Miss Sung saw Robert and Terry and gave them the books.
3. As the airplane moved, it made a loud noise.
4. The player took the ball and threw it in the basket.
5. Larry and Anna clapped. They enjoyed the play.

(Continued)

OBJECTIVE NO. 19 (cont.)

Direct the learners to copy the sentences on a sheet of paper with the correct heading. Ask them to underline each pronoun and draw two lines under its correct antecedent.

Answers

1. she/Kim 2. them/Robert and Terry 3. it/airplane 4. it/ball 5. They/Larry and Anna

Criterion

The learner will relate pronouns to their antecedents with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills:
Grammar/Usage

Objective No. 20

Objective Given a group of selected sentences, the learner will identify each adjective and the word it modifies.

Teaching/Learning Strategy

Review the function of adjectives with the learners. Remind them that an adjective is a word that describes or modifies a noun or pronoun.

Write the following sentences on the chalkboard or a chart. Draw one line under the adjectives and two lines under the words they modify. Discuss the sentences with the learners. Direct them to substitute another adjective for one that is underlined and explain how the change may alter a sentence's meaning.

The huge pumpkin was covered by leaves.
A fragrant smell drifted from the kitchen.
Andy climbed the tall tree.

Place the following suggested sentences on the chalkboard or a chart. Direct the learners to draw one line under the adjective and two lines under the word it modifies. Ask the learners to write additional sentences, using adjectives.

1. Paul found a plastic globe.
2. The teacher used yellow chalk.
3. They observed the ceremonial dance.
4. William used lined paper.
5. The magazine had interesting photographs.

Answers

1. plastic globe 2. yellow chalk 3. ceremonial dance
4. lined paper 5. interesting photographs

Criterion

The learner will identify adjectives and the words they modify with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Level J

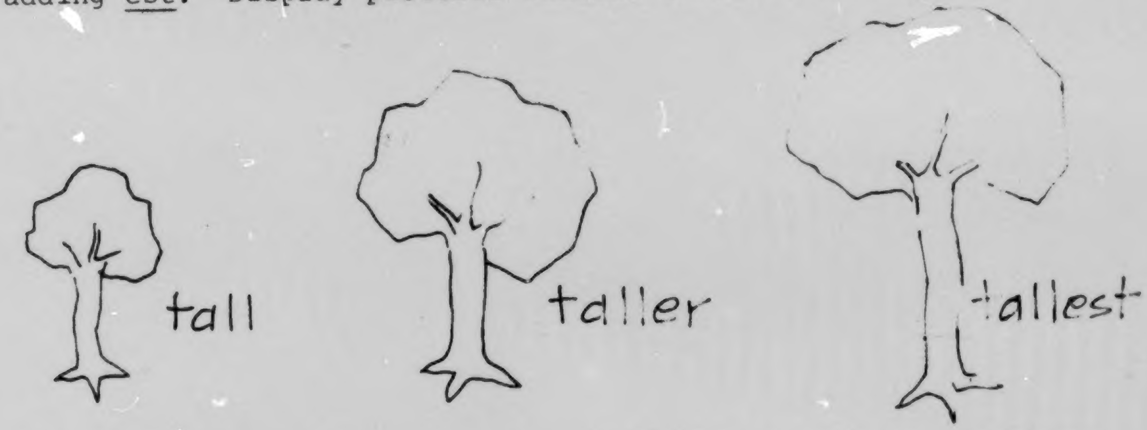
Subskill Fundamental Skills: Grammar/Usage

Objective No. 21

Objective Given positive adjectives, the learner will use the comparative and superlative forms correctly in sentences.

Teaching/Learning Strategy

Remind the learners that adjectives are used to describe nouns and pronouns. Instruct the learners that some comparative adjectives are formed by adding er and some superlative adjectives are formed by adding est. Display pictures similar to the following.



Discuss the adjectives tall, taller, and tallest with the learners. Explain that the er form of an adjective is used to compare two persons or things, and the est form of an adjective is used to compare more than two persons or things.

Place a chart similar to the following on the chalkboard, and discuss the adjectives with the learners, showing how the er and est forms are used in comparisons. Have the learners write sentences using the adjectives on the chart. Direct the learners to find examples of comparative and superlative adjectives in their basal readers, language arts textbooks, and spelling books. Provide an opportunity for them to share their examples in small groups.

(Continued)

Adjective	-er Form	-est Form
tall	taller	tallest
small	smaller	smallest
high	higher	highest
low	lower	lowest
new	newer	newest
old	older	oldest

Instruct the learners that the words more and most and less and least are used with many multisyllabic adjectives to form comparatives and superlatives, as indicated below.

Adjective	More/Less	Most/Least
important	more important less important	most important least important
interesting	more interesting less interesting	most interesting least interesting

Provide an opportunity for the learners to add to the list of adjectives. Direct them to use the adjectives in sentences. Ask them to share their sentences with the group.

Place sentences such as the following on the chalkboard and direct the learners to complete them, using the correct comparative or superlative form.

1. Mark is ________ than his brother. (tall)
2. Roberta's hair is ________ than Linda's. (long)
3. The yellow rose is the ________ flower in the yard. (beautiful)
4. January was the ________ month last winter. (cold)
5. The first coat is ________ than the second coat. (expensive)

Answers
1. taller 2. longer 3. most/least beautiful 4. coldest
5. more/less expensive

Criterion

The learner will use comparative and superlative adjectives correctly in sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills:
Grammar/Usage **Objective No.** 22

Objective Given instruction, the learner will identify adverbs and use them correctly in sentences.

Teaching/Learning Strategy

Discuss adverbs with the learners. Explain that they are words which tell where, when, or how a thing happened. Point out that adverbs telling "how" usually end in ly. Place a chart such as the following on the chalkboard.

Adverbs We Know

Where	When	How
upstairs	today	quietly
there	soon	slowly
here	yesterday	softly

Discuss the adverbs on the chart with the learners. Provide an opportunity for the learners to identify adverbs in their basal readers, language arts textbooks, and spelling books. Have them add the adverbs to the chart. Check to see that the words are correctly identified and placed on the chart.

Select a topic from a content area, such as "A Region of the United States" or "Understanding More about the Universe." Write who, what, when, where, why, and how questions related to the topic on a chart or the chalkboard. Direct the learners to answer the questions, using sentences that contain adverbs. Have them underline the adverbs in their sentences. Provide an opportunity for the learners to discuss their sentences in small groups. Check to see that they identified and used adverbs correctly in their sentences.

Criterion

The learner will identify adverbs and use them correctly in sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 23

Objective Given a group of selected sentences, the learner will identify the adverbs and the words they modify.

Teaching/Learning Strategy

Lead a discussion of adverbs with the learners. Remind them that adverbs are words that tell where, when, or how a thing happened. Explain to the learners that adverbs modify verbs, adjectives, or other adverbs. Write sentences such as the ones suggested below on the chalkboard.

Angela always finished her work.

The cowboy rode bravely into the herd.

Discuss the sentences with the learners, pointing out the adverbs and the words they modify. Ask the learners to substitute other adverbs for the ones used in the sentences. Have the learners discuss the substitutions and show how the use of different adverbs may change or alter sentence meaning.

Place sentences similar to the ones suggested below on the chalkboard. Direct the learners to prepare a paper, using the appropriate heading, and copy the sentences on the paper. Ask them to underline the adverbs and draw two lines under the words they modify.

1. We saw her yesterday.
2. Peter sang happily.
3. We looked everywhere.
4. I finished my homework quickly.
5. The dog was outside.

Answers

1. saw/yesterday 2. sang/happily 3. looked/everywhere
4. finished/quickly 5. was/outside

Criterion

The learner will identify the adverbs and the words they modify in selected sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 24

Objective Given selected noun phrases, the learner will write sentences using verbs expressing action and being.

Teaching/Learning Strategy

Instruct the learners that a verb is a word or words that express action or being. Explain that an action verb shows that something is happening. Explain that forms of the verb be express being. Place the following forms of the verb be on the chalkboard and tell the learners they are called linking verbs: am, are, is, was, and were. Write sentences using action and being verbs such as the ones suggested below.

A grasshopper is an insect. (being)
My grandmother baked a cake for the Halloween party. (action)
Some of my friends were in the assembly program. (being)
The basketball team won the first-place trophy. (action)

Discuss with the learners the action and being verbs in the sentences. Ask them to find examples of action and being verbs in selected paragraphs in their textbooks. Place the following suggested noun phrases on the chalkboard. Direct the learners to use the phrases to write sentences containing action and being verbs. Ask them to underline the verb in each sentence and identify it as a verb of being or action.

The scientists ____________.
The space station ____________.
A volcano ____________.
The pioneer farmers ________.
The basketball team ____________.

Answers

Sentences containing verbs of action and being will vary.

Criterion

The learner will use selected noun phrases to write sentences correctly, using verbs expressing action and being. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________________	p. ____	p. ____	p. ____
Nontextual	________________	p. ____	p. ____	p. ____
Reinforcement	________________	p. ____	p. ____	p. ____

Skill Writing

Subskill Fundamental Skills: Grammar/Usage

Objective Given selected sentences, the learner will identify the main verbs and helping verbs.

Grade 4

Objective No. 25

Teaching/Learning Strategy

Instruct the learners that a verb may contain more than one word. Explain that when a verb consists of more than one word, the last word is usually the main verb and the other word or words are helping verbs. Point out that all the forms of be and have (am, is, are, was, were, have, has, and had) may be used as helping verbs.

Write sentences similar to the following on the chalkboard and discuss the verbs with the learners. Draw one line under the helping verbs and two lines under the main verb.

The students on the stage are singing a song.
The girl in the park is riding her bicycle.
The boys have helped for two hours.

Direct the learners to find examples of main verbs and helping verbs in their basal readers, language arts textbooks, and content area books. Have them write the examples on the chalkboard and identify the main verb and helping verb.

Write the suggested sentences on the chalkboard and direct the learners to draw one line under the helping verb and two lines under the main verb.

1. My parents are coming to school next week.
2. Maria has lived on Maple Street for five years.
3. Have you lived in another city?
4. Our class will attend the program.
5. My father is parking the car.

Answers 1. are coming 2. has lived 3. Have lived 4. will attend 5. is parking

Criterion

The learner will identify the main verb and the helping verb(s) in selected sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 26

Objective Given instruction, the learner will identify verb forms correctly in sentences.

Teaching/Learning Strategy

Explain to the learners that verbs have different forms to indicate tense. Tell them that verbs which express action or being occurring now are in the present tense, and verbs which express action or being that has already occurred are in the past tense. Use a chart similar to the one suggested below to discuss verb forms with the learners. Discuss how the helping verbs have, has, and had are used with the past tense form.

Verb Forms

Verb	Present Tense	Past Tense
follow	follow (follows)	followed
like	like (likes)	liked
place	place (places)	placed

Instruct the learners that verbs usually have different forms to express tense. Point out that many past tense verbs end with ed. Tell the learners that present tense verbs used with singular nouns and/or pronouns may end with s, as indicated in the above chart.

Write the following suggested sentences on the chalkboard or a chart. Direct the learners to copy the sentences. Ask them to identify the verb forms. Direct the learners to write additional sentences, using present and past tense verbs correctly.

(Continued)

OBJECTIVE NO. 26 (cont.)

1. Maria lived in two countries.
2. Susan likes mathematics.
3. The puppy followed Andre and Louis.
4. Gina liked the assembly program.
5. The girls place the books on the desks at nine o'clock each day.

Answers

1. lived/past tense 2. likes/present tense 3. followed/past tense
4. liked/past tense 5. place/present tense

Criterion

The learner will identify verb forms correctly in sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Grammar/Usage	**Objective No.** 27
Objective	Given examples, the learner will use irregular verb forms correctly in sentences.	

Teaching/Learning Strategy

Instruct the learners that many verbs form the past tense by adding ed, such as glanced, frowned, and happened. Explain that some verbs do not add ed to indicate past tense. Point out that these past tense forms are called irregular verbs. Provide examples of irregular verbs as indicated below.

Irregular Verbs

Present Tense	Past Tense
take	took
bring	brought
begin	began
come	came
drive	drove

Provide an opportunity for the learners to add irregular verbs to the chart.

Direct the learners to complete the following sentences, using the correct past tense verb form. Ask the learners to write additional sentences using irregular verbs.

1. Ruth and Beth ______ to watch the championship game. (come)
2. They ______ my brother two frogs from the pond. (bring)
3. My sister ______ piano lessons for five years. (take)
4. His cold ______ with a sore throat. (begin)
5. Martha ______ to my house at four o'clock. (come)

Answers

1. came 2. brought 3. took 4. began 5. came

Criterion

The learner will use irregular verb forms correctly in sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 28

Objective Given instruction, the learner will identify conjunctions in selected sentences.

Teaching/Learning Strategy

Explain to the learners that a conjunction is a word used to join words. Write sentences on the chalkboard, using the conjunctions and, or, and but. Discuss the sentences with the learners. Show them how the conjunctions are used to join words in a series, simple subjects, simple predicates, and simple sentences.

Words in a Series
We located Illinois, Indiana, and Michigan on the map.
Subjects and Predicates
Art or music will be added to my schedule.
Roy delivers papers and rakes leaves for spending money.
Sentences
Shirley enjoys singing, but her brother likes to play the guitar.

Place the following sentences on the chalkboard. Direct the learners to write the sentences and underline the conjunction in each sentence. Have them write additional sentences using conjunctions.

1. My sister and I go to the museum on Saturday.
2. Plants or animals may be the topic of your report.
3. Water from the storm rushed down the mountain and flooded the valley.
4. Raymond likes sciences, but his sister enjoys math.
5. Melody sings, dances, and plays the organ.

Answers
1. and 2. or 3. and 4. but 5. and

Criterion

The learner will identify conjunctions in selected sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 29

Objective Given examples, the learner will write prepositions to complete sentences.

Teaching/Learning Strategy

Explain to the learners that a preposition is a word used to join its object to another part of a sentence. Point out that the noun or pronoun following the preposition is its object. Provide a list of prepositions, such as the following.

across
around
at
before
between
by
during
for
from
in
of
on
under
up
with

Tell the learners that prepositions may indicate direction, time, or location. Write sentences on the chalkboard similar to the ones below. Draw a line under the preposition and a box around the object of the preposition. Explain that these groups of words are called prepositional phrases.

The train arrived at midnight.

Jeanne walked home from school.

Ask the learners to find examples of prepositions and prepositional phrases in their basal readers, language arts textbooks, and content area books. Allow them to refer to the preposition list whenever necessary. Encourage them to add prepositions to the list.

(Continued)

Place sentences similar to the following on the chalkboard or a worksheet. Direct the learners to write prepositions to complete the sentences.

1. Peter kept a library book __________ his bed.
2. Anthony jogged __________ the park.
3. Mary wrote a poem __________ the chalkboard.
4. Pamela raced home __________ her skateboard.
5. The man __________ the blue suit is my father.

Answers

Responses will vary.

Criterion

The learner will write prepositions to complete sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________________	p. _____	p. _____	p. _____
Nontextual	______________________________	p. _____	p. _____	p. _____
Reinforcement	______________________________	p. _____	p. _____	p. _____

Skill Writing

Subskill Fundamental Skills: Grammar/Usage

Grade 4

Objective No. 30

Objective Given instruction, the learner will write sentences using interjections correctly.

Teaching/Learning Strategy

Explain to the learners that interjections are words used to express feelings. Point out that they are not true parts of sentence patterns. Provide examples of interjections similar to the following:

Wow! That was an exciting game.

Oh, I'm sorry that happened.

Whee! That was a fast boat ride.

Help! My car is on fire.

Well, I won't make the same mistake again.

Discuss the use of interjections with the learners. Draw a box around the strong interjections and place a line under the mild interjections. Point out that the strong interjections are followed by an exclamation point, and the mild ones by a comma.

Have the learners find examples of interjections in their basal readers, language arts textbooks, and library books. Direct the learners to write sentences, using interjections correctly. Provide an opportunity for them to share their sentences in small groups. Check to see that they used interjections correctly in the sentences.

Criterion

The learner will write sentences, using interjections correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 31

Objective Given selected sentences, the learner will identify the contractions and write the word combinations they represent.

Teaching/Learning Strategy

Help the learners recognize that a contraction is formed by joining words. Show them how an apostrophe takes the place of one or more letters in the contraction. Prepare a chart showing word combinations and contractions similar to the following. Provide an opportunity for the learners to add contractions to the chart.

Word Combinations/Contractions

are not/aren't
have not/haven't
could not/couldn't
should not/shouldn't
I am/I'm
I will/I'll
she will/she'll
will not/won't

Have the learners keep a copy of the chart in their notebooks or folders and refer to it when necessary.

Prepare sentences using word combinations and contractions similar to the following:

> Spiders are not insects.
> Spiders aren't insects.
>
> The animals could not adapt to the changes in climate.
> The animals couldn't adapt to the changes in climate.

Discuss the sentences with the learners, pointing out the use of word combinations and contractions. Have them write similar sentences, and check to see that they are using contractions correctly.

(Continued)

OBJECTIVE NO. 31 (cont.)

Place the following suggested sentences on the chalkboard. Direct the learners to copy the sentences. Have them underline the contractions and write the word combinations they represent.

1. The reference books aren't in the library.
2. I'll complete the science experiment tomorrow.
3. The goldfish couldn't survive in the cold water.
4. She'll go to the museum on Saturday.
5. I haven't received a ticket for the game.

Answers

1. aren't/are not   2. I'll/I will   3. couldn't/could not
4. She'll/She will   5. haven't/have not

Criterion

The learner will identify the contractions and write the word combinations they represent in selected sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Grammar/Usage

Objective No. 32

Objective Given selected sentences, the learner will identify the abbreviations and write the words they represent.

Teaching/Learning Strategy

Remind the learners that an abbreviation is a shortened form for a word or a title. Review the abbreviations for the days and the months. Stress the importance of beginning them with capital letters and ending them with periods. Discuss abbreviations that are in titles similar to the ones listed below.

Titles Abbreviation Chart

Pres. William A. Jones	President
Gov. Henry Lee, Jr.	Governor/Junior
Rev. Raymond Spaed	Reverend
Capt. Thomas Meed	Captain
Gen. Mary Hay	General
Maj. Helen James	Major
Lt. John Harmon	Lieutenant
Sgt. Joseph Little	Sergeant

Ask the learners to add titles to the chart. Remind them to include the word(s) they represent. Extend the chart to include other appropriate abbreviations. List abbreviations that are related to content area topics. Encourage the learners to refer to the chart whenever necessary.

Place the following sentences on the chalkboard. Ask the learners to underline the abbreviations in the sentences and to write the words they represent. Encourage them to use abbreviations correctly in other writing activities.

(Continued)

OBJECTIVE NO. 32 (cont.)

1. We live in Chicago, Ill.
2. Dr. Smith went fishing on his vacation.
3. The U.S. athlete won first place in the event.
4. Capt. Haynes attended our assembly program.
5. Gov. Lee spoke on television last night.

Answers

1. Ill./Illinois 2. Dr./Doctor 3. U.S./United States
4. Capt./Captain 5. Gov./Governor

Criterion

The learner will identify abbreviations and write the words they represent with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 33

Objective Given a writing assignment, the learner will capitalize proper nouns correctly.

Teaching/Learning Strategy

Instruct the learners that the names of particular persons, places, and things begin with a capital letter. Prepare a chart, showing words that begin with capital letters, as indicated below. Include the following suggested categories in the chart: titles, people, days, months, streets, cities, states, regions, and countries. Relate the categories to reading, language arts, and content area materials, as indicated below. Discuss the chart with the learners and have them add to the chart whenever necessary.

Capitalization Chart

Persons	Titles		
Abraham Lincoln	Mr.	Mrs.	Miss
Martin L. King, Jr.	Pres.	Gov.	Rev.
John F. Kennedy	Gen.	Capt.	Lt.

Cities, States	Regions of the United States
Chicago, Illinois	Middle Western Region
Atlanta, Georgia	Southern Region
New York, New York	Eastern Region
Austin, Texas	Plains Region
St. Louis, Missouri	Western Mountain and Plateau Region
Denver, Colorado	
Los Angeles, California	Pacific Coastal Region

(Continued)

Place sentences similar to the following on the chalkboard. Direct the learners to write the sentences, using correct capitalization.

1. a ship may use the st. lawrence seaway to travel from chicago to the atlantic ocean.
2. pittsburgh, birmingham, and gary are steel centers.
3. captain rosas flew the airliner to san juan, puerto rico.
4. abraham lincoln lived in springfield, illinois.
5. my family visited the san joaquin valley last summer.

Answers

1. A ship may use the St. Lawrence Seaway to travel from Chicago to the Atlantic Ocean. 2. Pittsburgh, Birmingham, and Gary are steel centers. 3. Captain Rosas flew the airliner to San Juan, Puerto Rico. 4. Abraham Lincoln lived in Springfield, Illinois. 5. My family visited the San Joaquin Valley last summer.

Criterion

The learner will capitalize words correctly in a writing assignment with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Subskill Fundamental Skills: Capitalization

Objective Given material to outline, the learner will capitalize the first word of each topic and subtopic.

Grade 4

Objective No. 34

Teaching/Learning Strategy

Explain to the learners that outlines are helpful tools for organizing information. Show them how an outline indicates the order of ideas in a selection and their importance and relationship, using material from a basal reader, language arts textbook, or a content area book. Prepare a partial outline for a selection the learners have read, such as the one suggested below. Place the outline on a transparency or the chalkboard.

Regions of the United States

I. Northeastern region
    A.
    B.
    C.
II. Southern region
    A.
    B.
    C.

Discuss the outline format with the learners. Stress the importance of capitalizing the first word of each topic and subtopic. Direct the learners to complete the outline correctly. Show them how to use their social studies textbook or a reference book to complete the outline.

Criterion

The learner will capitalize the first word of each topic and subtopic in an outline with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Capitalization **Objective No.** 35

Objective Given a letter to write, the learner will capitalize the proper words in the heading, the greeting, the closing, and the signature.

Teaching/Learning Strategy

Discuss the parts of a letter with the learners: the heading, the greeting, the body, the closing, and the signature. Stress the importance of using correct capitalization in the various parts of the letter. Place a letter model on a chart similar to the one suggested below and discuss the use of correct capitalization in the various parts.

Heading -------------------------- 4821 South Winston Street
Chicago, Illinois 60633
September 8, 1981

Salutation- Dear Helen,

Body ------ ____________________
____
____
__________.

Closing -------------------------- Your friend,

Signature -------------------------- Susan

(Continued)

Provide the learners with examples of options of greetings and closings. Remind them that they may use a block form or an indented form in friendly letters.

Salutations

Dear Sir:
Dear Mr. Winkler:
Gentlemen:
Dear Mrs. Butler:

Dear Mary,
Dear Mom,
Dear Dad,
Dear Aunt Anna,

Closings

Sincerely yours,
Yours truly,

Your classmates,
Your niece,

Direct the learners to write a letter, capitalizing the proper words in the various parts.

Criterion

The learner will write a letter and correctly capitalize proper words in the heading, the salutation, the closing, and the signature. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Grade 4

Skill Writing

Subskill Fundamental Skills: Capitalization

Objective No. 36

Objective Given a list of titles to write, the learner will capitalize the important words.

Teaching/Learning Strategy

Explain to the learners that the first word, the last word, and other important words in a title begin with a capital letter. Point out titles in basal readers, language arts textbooks, and content area books, and have the learners note the words that are capitalized.

Present the learners with a list of titles which are written in lower case letters, such as the one suggested below. Direct the learners to rewrite each title, using capital letters correctly.

1. the middle western region
2. ernie banks coaches a team
3. cinderella on a dude ranch
4. fairy tales
5. greek myths
6. life in the city
7. fireman saves children
8. rain floods chicago
9. white sox in first place
10. thoughts on being an ice cube

Answers

1. The Middle Western Region 2. Ernie Banks Coaches a Team 3. Cinderella on a Dude Ranch 4. Fairy Tales 5. Greek Myths 6. Life in the City 7. Fireman Saves Children 8. Rain Floods Chicago 9. White Sox in First Place 10. Thoughts on Being an Ice Cube

Criterion

The learner will capitalize important words in titles with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Writing	**Grade 4**	
Subskill	Fundamental Skills: Capitalization	**Objective No.**	37
Objective	Given criteria to proofread his/her written work, the learner will make the necessary corrections.		

Teaching/Learning Strategy

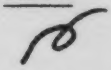
Write the word proofread on the chalkboard. Pronounce the word as it is being written. Guide the learners in understanding that when we proofread, we read material in order to find and correct mistakes. Write sentences similar to the following on the chalkboard or on a transparency:

> During november Marsha attended the lekture series at the museum
>
> During November Marsha attended the lecture series at the museum.

Discuss the sentences with the learners. Have them identify the errors in the first sentence and the corrections in the second sentence.

Explain to the learners that proofreading is the checking of written work for the purpose of correcting errors. Prepare a proofreading chart similar to the one suggested below.

PROOFREADING CHART

Mark	Meaning	Model
	Take out something.	Proofread your ~~your~~ paper.
∧	Add something.	neatly Make corrections∧.
≡	Change lower case letter to a capital.	Turn your paper in friday. ≡
/	Change capital letter to lower case.	Read the /Next chapter.
——	Correct spelling.	questions Answer the ~~questns~~.

(Continued)

Lead a discussion of the chart with the learners. Give the learners several sentences to proofread. Have them use proofreading symbols to identify the errors and make the necessary corrections neatly. Encourage the learners to proofread all written work. Provide opportunities to exchange papers for proofreading purposes. Encourage the learners to use the symbols on the chart.

Criterion

The learner will proofread his/her work to make the necessary corrections with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Capitalization **Objective No.** 38

Objective Given quotations to write, the learner will capitalize the proper words in the quotations.

Teaching/Learning Strategy

Discuss with the learners the use of quotation marks (" ") before and after the exact words of a speaker. Point out quotations in basal readers and language arts textbooks. Show how quoted statements frequently come at the beginning of a sentence. Point out how they may come at the end of a sentence. Tell the learners that the first word of a quoted statement begins with a capital letter. Place examples of quotations on the chalkboard, as suggested below, and discuss them with the learners.

"Write a make-believe story," said Mrs. Harper.
"It's time to do our homework," said the twins.
"What?"
Mother asked, "Have you cleaned your room?"
Tom said, "It's fun living in Chicago."

Have the learners add quotations to the list, using correct capitalization and punctuation.

Place sentences similar to the ones suggested below on the chalkboard and direct the learners to capitalize them correctly.

1. "may we go shopping?" asked Jean.
2. "we flew to the area in a silver helicopter," Tony stated.
3. "did you attend the program at the field museum?" she asked.
4. "handle the equipment with care," Mr. Brooke told the class.
5. "this summer we are going to michigan," said the twins.

(Continued)

Answers

1. "May we go shopping?" asked Jean. 2. "We flew to the area in a silver helicopter," Tony stated. 3. "Did you attend the program at the Field Museum?" she asked. 4. "Handle the equipment with care," Mr. Brooke told the class. 5. "This summer we are going to Michigan," said the twins.

Criterion

The learner will capitalize the proper words in quotations with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Punctuation

Objective No. 39

Objective Given instruction, the learner will write a dialogue, using quotation marks correctly.

Teaching/Learning Strategy

Explain to the learners that a dialogue is a conversation that involves two or more individuals. Tell them that when writing dialogue a new line is started for each speaker, and the first word is indented. Instruct the learners to enclose the words of each speaker in quotation marks.

Show the learners examples of dialogue in basal readers and language arts textbooks. Point out the use of quotation marks in the dialogue. Explain the use of capital letters, commas, and other punctuation marks in the dialogue.

Direct the learners to work in pairs to write a dialogue. Have them select two characters from a favorite story, poem, book, or list below. Ask them to write a dialogue involving the characters. Stress the importance of using quotation marks and other punctuation marks correctly. Request the learners to illustrate their dialogue situations.

Characters for Dialogue Writing

boastful athletes
talking pencil sharpeners
winning basketball team
discouraged students
visitors from space
astronauts
impatient shoppers
fatigued parents
talking plants
concerned teachers

(Continued)

Provide an opportunity for the learners to share their dialogue and illustrations with the class. Check their dialogue for the correct use of quotation marks.

Criterion

The learner will write a dialogue using quotation marks correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Fundamental Skills: Punctuation	**Objective No.**	40
Objective	Given a play to write, the learner will use a colon after the name of each speaker.		

Teaching/Learning Strategy

Show the learners examples of plays in basal readers and language arts textbooks. Have the learners read a play orally, acting out the various parts. Point out the use of a colon after each speaker's words or actions. Explain how this punctuation mark (:) is used to set material off.

Direct the learners to write a short play involving two or more characters. Relate the play to a holiday theme. Direct the learners to work in small groups for the writing activity. Remind them to use a colon after the name of each speaker.

Provide an opportunity for each group to dramatize their play for the class. Keep a copy of each play in a class scrapbook. Check to see that colons are used after the name of each speaker.

Criterion

The learner will write a play, using a colon after the name of each speaker. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Punctuation

Objective No. 41

Objective Given a business letter to write, the learner will use a colon after the greeting.

Teaching/Learning Strategy

Show the learners a model of a business letter. Identify the parts of this type of letter: heading, inside address, greeting, body, closing, and signature. Discuss the model with the learners and explain that the greeting is followed by a colon.

Ask the learners to bring appropriate sample business letters to class. Prepare a bulletin board display of the letters. Have the learners note the use of a colon after the greeting.

Tell the learners that many companies provide free and/or inexpensive materials, such as charts, maps, booklets, or pictures. Explain that a business letter may be used to request these materials. List topics of interest related to content area units of study on a chart or the chalkboard. Direct the learners to select a topic and to write a business letter to a large company, a travel agency, a government office, or a cultural center, requesting pertinent information related to the topic. Check the learners' business letters for the use of correct form and for the placement of a colon after the greeting.

Criterion

The learner will use a colon after the greeting in a business letter with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Punctuation **Objective No.** 42

Objective Given instruction, the learner will write sentences using the possessive forms of nouns correctly.

Teaching/Learning Strategy

Instruct the learners that an apostrophe is used in the possessive form of nouns. Prepare a chart to show the learners how to form the possessive of singular and plural nouns, such as the one suggested below.

Singular Noun	Possessive Form
animal	animal's
cousin	cousin's
jogger	jogger's
walrus	walrus's

Plural Noun	Possessive Form
parents	parents'
students	students'
children	children's
people	people's

Discuss the chart with the learners. Lead them to the concept that an apostrophe and s are added to singular nouns to show possession. Show them how to form the possessive of plural nouns ending in s by adding an apostrophe after the s. Explain that plural nouns not ending in s add an apostrophe and s to show possession.

Have the learners note examples of singular and plural possessive nouns in their basal readers, language arts textbooks, and content area books. Place the following list of suggested nouns on the chalkboard:

teacher
Chris
announcer
cowboys
pioneers
families
oxen
salesmen
women

(Continued)

OBJECTIVE NO. 42 (cont.)

Direct the learners to write the possessive form of the nouns correctly and to use the possessive nouns in declarative and interrogative sentences.

Answers

teacher/teacher's, cowboys/cowboys', oxen/oxen's
Chris/Chris's, pioneers/pioneers', salesmen/salesmen's
announcer/announcer's, families/families', women/women's

Criterion

The learner will write singular possessive nouns with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Punctuation **Objective No.** 43

Objective Given appropriate word pairs, the learner will write contractions using apostrophes correctly.

Teaching/Learning Strategy

Instruct the learners that contractions are formed by joining two separate words and omitting one or more letters. Provide examples of contractions similar to the following. Explain how the apostrophe takes the place of one or more letters.

Words	Contractions
are not	aren't
I have	I've
she will	she'll

Place the following suggested list of words on the chalkboard. Direct the learners to write the contraction for each word pair. Remind them to use apostrophes correctly.

1. you have ________
2. were not ________
3. would not ________
4. we are ________
5. do not ________
6. I will ________
7. will not ________
8. she would ________
9. there is ________
10. he is ________

Answers

1. you've 2. weren't 3. wouldn't 4. we're 5. don't
6. I'll 7. won't 8. she'd 9. there's 10. he's

Criterion

The learner will write contractions using apostrophes with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Punctuation

Objective No. 44

Objective Given sentences containing the exact words of a speaker, the learner will use quotation marks correctly.

Teaching/Learning Strategy

Discuss the use of quotation marks with the learners. Explain that they are used to indicate the exact words of a speaker. Prepare a chart illustrating the use of quotation marks, as indicated below.

Quotation Marks

Mary shouted, "Our team won the game."
"I have a dream," said Martin Luther King, Jr.
"I'll ride my bike," Jean said. "It's fun."
Miss Henry asked, "Will you please turn your reports in tomorrow?"
"John," said mother, "look at the waste!"

Discuss the chart with the learners. Point out the use of capital letters and punctuation marks with quotation marks. Explain the use of the commas.

Write the following sentences on the chalkboard. Direct the learners to write the sentences, inserting quotation marks where needed.

1. Jim asked, Where do you live?
2. Our school is on Ashland Avenue, said Roberto.
3. Sue asked, Can you come on the picnic with us?
4. Mother said, Please clean up your room before you go out to play.
5. We're going to the movies on Sunday afternoon, the girls said.
6. John asked, What television program do you want to watch?
7. Greg said, I am going to invite everyone in the room to the baseball game.
8. John, said father, look at the tires on that car!
9. Hurry up or we'll be late for school, said George.
10. The class president said, The meeting of Room 301 will now come to order.

(Continued)

Answers

1. Jim asked, "Where do you live?" 2. "Our school is on Ashland Avenue," said Roberto. 3. Sue asked, "Can you come on the picnic with us?" 4. Mother said, "Please clean up your room before you go out to play." 5. "We're going to the movies on Sunday afternoon," the girls said. 6. John asked, "What television program do you want to watch?" 7. Greg said, "I am going to invite everyone in the room to the baseball game." 8. "John," said father, "look at the tires on that car!" 9. "Hurry up, or we'll be late for school," said George. 10. The class president said, "The meeting of Room 201 will now come to order."

Criterion

The learner will use quotation marks correctly in sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Subskill Fundamental Skills: Punctuation

Grade 4

Objective No. 45

Objective Given sentences containing items in a series, the learner will use commas to separate the items correctly.

Teaching/Learning Strategy

Explain to the learners that a series refers to three or more items grouped one after the other. Read a sentence containing words in a series similar to the one below. Write the sentence on the chalkboard. Point out how commas are used to separate the items in a series. Point out the use of a comma before the word and.

> My mother served turkey, stuffing, sweet potatoes, cranberries, salad, and pumpkin pie at dinner on Thanksgiving Day.

Discuss with the learners the need for commas in a series. Have the learners give examples of sentences containing words or groups of words in a series. Write several illustrations on the chalkboard or a transparency. Lead a discussion on the use of commas.

Place sentences similar to the following on the chalkboard. Direct the learners to write the sentences, using commas to separate the items in a series.

1. Mother asked me to buy potatoes milk and bread.
2. Baseball basketball and football are my favorite sports.
3. For dessert,I like cake ice cream or fruit.
4. Mary Jean and Marie are my best friends.
5. New York City Chicago Dallas and Los Angeles are large cities.

(Continued)

Answers

1. Mother asked me to buy potatoes, milk, and bread. 2. Baseball, basketball, and football are my favorite sports. 3. For dessert, I like cake, ice cream, or fruit. 4. Mary, Jean, and Marie are my best friends. 5. New York City, Chicago, Dallas, and Los Angeles are large cities.

Criterion

The learner will use commas to separate items in a series in sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Fundamental Skills: Punctuation	**Objective No.**	46
Objective	Given selected sentences, the learner will use commas to set off words used in direct address and introductory words.		

Teaching/Learning Strategy

Instruct the learners that commas are used to set off words in sentences, such as in direct address or after introductory words. Place sentences similar to the following on the chalkboard. Lead a discussion of the sentences. Point out that the commas are used to make the sentences clearer.

Direct Address
Jan, bring the book to the front of the room.
Peter, are you a coin collector?
Mrs. Lopez, did you attend the meeting?

Introductory Words
Yes, I finished my book report.
No, our team lost the game.
Frankly, I love pizza.

Write the following sentences on the chalkboard. Direct the learners to write the sentences, inserting commas to set off the appropriate words.

1. Yes we have friends who live in Atlanta, Georgia.
2. Dad are you coming to the game with us?
3. Frankly I love pizza.
4. Ruth do you collect stamps?
5. No I collect shells.

(Continued)

OBJECTIVE NO. 46 (cont.)

Answers

1. Yes, we have friends who live in Atlanta, Georgia. 2. Dad, are you coming to the game with us? 3. Frankly, I love pizza. 4. Ruth, do you collect stamps? 5. No, I collect shells.

Criterion

The learner will use commas to set off the words in direct address and introductory words in selected sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills:
Punctuation

Objective No. 47

Objective Given a friendly letter to write, the learner will use commas in the heading, the salutation, and the closing.

Teaching/Learning Strategy

Provide a model of a friendly letter, as indicated below. Lead the learners in a discussion of the use of commas in the heading, the greeting, and the closing. Direct the learners to write a friendly letter to a classmate, a family member, or a school helper. Stress the importance of using commas in the heading, the salutation, and the closing. Prepare a bulletin board display of the learners' letters.

Heading	428 East End Avenue Chicago, Illinois 60601 November 1, 1980
Salutation	Dear Shirley,
Body	________________. ________________. ________________.
Closing	Your friend,
Signature	Angela

Remind the learners that the heading and the closing signature may be written in either block or indented form.

Criterion

The learner will write a friendly letter, using commas in the heading, the salutation, and the closing. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Punctuation

Objective No. 48

Objective Given interrogative, declarative, and exclamatory sentences, the learner will identify each, using proper end punctuation.

Teaching/Learning Strategy

Introduce and explain the function of declarative, imperative, interrogative, and exclamatory sentences. Prepare a chart, similar to the one suggested below to help the learners identify the different kinds of sentences and the proper end punctuation for each.

Sentences We Know

Kind	Function	Punctuation
declarative	to tell something	period (.)
interrogative	to ask a question	question mark (?)
imperative	to give an order, to make a request	period (.)
exclamatory	to show strong feeling	exclamation point (!)

Write the following sentences on the chalkboard. Direct the learners to write the sentences, to identify them, and to punctuate them correctly.

1. Wow, he hit a home run (!) - exclamatory
2. Do you play baseball in winter (?) - interrogative
3. I am the captain of my team (.) - declarative
4. Learn the lesson well (.) - imperative
5. Go home (.) - imperative

Criterion

The learner will identify and punctuate declarative, imperative, interrogative, and exclamatory sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Sentence Structure **Objective No.** 49

Objective Given instruction, the learner will write declarative, imperative, interrogative, and exclamatory sentences and punctuate them correctly.

Teaching/Learning Strategy

Instruct the learners that a sentence is a group of words which expresses a complete thought. Review the different kinds of sentences: declarative, interrogative, imperative, and exclamatory, as indicated in the chart below. Show how each sentence begins with a capital letter and ends with a punctuation mark, as indicated below.

Kinds of Sentences

Declarative sentences tell something and end with a period.
  Springfield is the capital of Illinois.
  Robert Lawson is the author of Rabbit Hill.

Imperative sentences order someone to do something and end with a period.
  Find the capital of Illinois on the map.
  Locate Rabbit Hill in the card catalog.

Interrogative sentences ask something and end with a question mark.
  Is Springfield the capital of Illinois?
  Who is the author of Rabbit Hill?

Exclamatory sentences show strong feeling and end with an exclamation point.
  You can't find Springfield on the map!
  You didn't find Rabbit Hill in the card catalog!

(Continued)

OBJECTIVE NO. 49 (cont.)

Identify a topic related to a unit of study. Direct the learners to write declarative, imperative, interrogative, and exclamatory sentences on the topic. Remind them to use the correct punctuation mark at the end of their sentences. Provide an opportunity for the learners to share their sentences in small groups.

Criterion

The learner will write declarative, imperative, interrogative, and exclamatory sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Sentence Structure

Objective No. 50

Objective Given a simple sentence, the learner will identify the simple subject and simple predicate.

Teaching/Learning Strategy

Explain to the learners that a simple sentence is a group of words which contains a subject and a predicate and expresses a complete thought. Write examples of simple sentences similar to the ones suggested below on the chalkboard or a transparency. Draw one line under the complete subject and two lines under the complete predicate.

Simple Sentences

The rocket (soared) upward.

The team (arrived) early.

The tall windows (sparkled) brightly.

Tell the learners that the subject is the naming part of the sentence, and the predicate is the doing or telling part of the sentence. Point out that the simple subject is the main word in the complete subject. Explain that the simple predicate is the verb. Draw a rectangle around the simple subject and parentheses around the simple predicate in the above sentences.

Write simple sentences such as the ones suggested below on the chalkboard. Direct the learners to write the sentences and draw one line under the simple subject and two lines under the simple predicate.

(Continued)

OBJECTIVE NO. 50 (cont.)

1. Our team won the championship.
2. Two big dogs fought viciously.
3. Fire destroyed the beautiful old house.
4. The rocket soared upward.
5. Six huge birds flew away.

Answers

1. Our team won the championship. 2. Two big dogs fought viciously. 3. Fire destroyed the beautiful old house. 4. The rocket soared upward. 5. Six huge birds flew away.

Criterion

The learner will identify the simple subject and simple predicate of given sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Sentence Structure

Objective No. 51

Objective Given selected sentences, the learner will identify the complete subject and the complete predicate.

Teaching/Learning Strategy

Remind the learners that a sentence expresses a complete thought. Explain that a sentence contains two parts: the subject and the predicate. Place sentences similar to the ones below on the chalkboard or a chart. Draw one line under the complete subject and two lines under the complete predicate.

> A green-eyed monster leaped from the cave.
>
> The principal and the teachers met the parents in the library.
>
> The parents discussed the program and visited the classrooms.

Discuss the sentences with the learners. Explain that the subject explains who or what the sentence is about. Point out that the predicate explains what the subject is or does. Place the following sentences on the chalkboard. Ask the learners to write the sentences and to draw one line under the complete subject and two lines under the complete predicate in each sentence.

1. Chicago is a large urban center on Lake Michigan.
2. O'Hare Airport is the busiest airport in the world.
3. The Field Museum of Natural History has many famous exhibits.
4. We viewed the spacecraft at the Museum of Sience and Industry.
5. The Blackhawks won the hockey game.

(Continued)

Answers

1. Chicago is a large urban center on Lake Michigan.
2. O'Hare Airport is the busiest airport in the world.
3. The Field Museum of Natural History has many famous exhibits.
4. We viewed the spacecraft at the Museum of Science and Industry.
5. The Blackhawks won the hockey game.

Criterion

The learner will identify the complete subject and the complete predicate in selected sentences with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______________________	p. ____	p. ____	p. ____
Nontextual	______________________	p. ____	p. ____	p. ____
Reinforcement	______________________	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Sentence Structure	**Objective No.** 52
Objective	Given instruction, the learner will write compound sentences.	

Teaching/Learning Strategy

Review conjunctions with the learners. Remind them that they are connecting words, such as and, or, and but. Point out that conjunctions may be used to join words, phrases, and sentences. Instruct the learners that a compound sentence is two related sentences connected by a conjunction. Write examples of compound sentences similar to the following on the chalkboard:

> The capital of Illinois is Springfield, and the capital of Michigan is Lansing.
> New York is located on the Atlantic coast, but California is located on the Pacific coast.
> We may go to the movie, or we may go to my house.

Discuss the compound sentences with the learners. Point out that a comma is placed before the conjunction joining the sentences.

Write simple sentences similar to the following on the chalkboard or a transparency. Direct the learners to write compound sentences by joining the simple sentences with a conjunction.

Harry went to the museum.	John is at home.
We may go to the game.	We may go to the movies.
Mother took pictures.	Father developed them.

Answers

Responses will vary. Some suggested responses follow: Harry went to the museum, but John is at home. We may go to the game, or we may go to the movies. Mother took pictures, and father developed them.

Criterion

The learner will write compound sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Paragraph Structure	**Objective No.** 53
Objective	Given a selected paragraph, the learner will write a summary statement about it.	

Teaching/Learning Strategy

Instruct the learners that a paragraph is a group of sentences usually related to one topic or idea. Point out specific examples of paragraphs in basal readers, language arts textbooks, and content area books. Have the learners note the format of the paragraphs. Explain that the first sentence of a paragraph is indented. Show how the sentences in the paragraph relate to one topic or idea.

Write a paragraph similar to the one suggested below on the chalkboard or a transparency. Read the paragraph with the learners and discuss its format and topic. Direct the learners to write a summary statement about the paragraph. Tell the learners that the summary will contain the main points of the paragraph stated in a concise manner.

> A galaxy is a large group of moving stars, gases, and dust whirling like a pinwheel in the universe. The Milky Way is a galaxy which includes the solar system and an unknown number of stars. The universe is made up of countless billions of galaxies, all of which are expanding or moving away from each other at tremendous speeds. The universe includes everything from the earth to the farthest reaches of space.

Answer: Summary statements will vary.

Criterion

The learner will write a summary statement of a selected paragraph. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Subskill Fundamental Skills: Paragraph Structure

Objective Given a topic sentence, the learner will write a paragraph.

Grade 4

Objective No. 54

Teaching/Learning Strategy

Explain to the learners that the topic sentence of a paragraph contains the main idea. Point out that a topic sentence may be placed at the beginning, the middle, or the end of a paragraph. Have the learners read selected paragraphs in basal readers, language arts textbooks, and content area books. Provide an opportunity for them to read paragraphs which contain topic sentences in various positions in the paragraph.

Have the learners discuss the selected paragraphs in small groups. Ask them to follow the steps below in their discussion.

Read the paragraph.
Identify the main idea.
Locate the topic sentence.
Note how the other sentences relate
to the topic sentence.

Provide an opportunity for the learners to share information from their group discussions with the entire class.

Write a list of topic sentences similar to the ones below on the chalkboard. Encourage the learners to add to the list.

1. Hockey is an exciting sport.
2. I like to spend Saturday morning at the Field Museum of Natural History.
3. My hobby is collecting rocks.

(Continued)

Have the learners select a topic sentence and write a paragraph developing it. Stress the indentation of the beginning sentence and adherence to correct format. Prepare a bulletin board display of the paragraphs according to topics. Provide an opportunity for the learners to read the paragraphs in the display.

Criterion

The learner will write a paragraph related to a topic sentence. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Fundamental Skills: Paragraph Structure **Objective No.** 55

Objective Given examples of a dialogue, the learner will write a conversation, beginning a new paragraph with each change of speaker.

Teaching/Learning Strategy

Explain to the learners that the exact words a character speaks are called dialogue. Show the learners examples of dialogue in their basal readers, language arts textbooks, and library books. Discuss the dialogue and point out the use of punctuation and capitalization. Tell the learners that a new paragraph is begun with each change of speaker in the dialogue.

Write an example of dialogue similar to the following on the chalkboard or a transparency.

> Mary asked, "What is in the green package with the yellow ribbon?"
>
> "I thought you'd find it," laughed mother.
>
> "I don't know," replied Harold. "You'll have to guess."
>
> "I don't know," smiled Mary. "You'll have to tell me."

Discuss the dialogue and point out capitalization, punctuation, and the use of a new paragraph with each change of speaker.

(Continued)

Direct the learners to work in pairs. Have them write a conversation between two favorite characters from a story, novel, or play. Provide an opportunity for the learners to share their conversations with the class. Check to see that they began a new paragraph for each different speaker.

Criterion

The learner will write a conversation, beginning a new paragraph for each change of speaker. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills: Vocabulary

Objective No. 56

Objective Given words in context, the learner will identify the meaning of the words.

Teaching/Learning Strategy

Tell the learners that many words have more than one meaning. Write examples illustrating this concept on the chalkboard.

Addition is an easy part of mathematics.
The library is a new addition to our school.

Mark did a flip on the parallel bars.
My mother does not like flip remarks.

Our teacher has a plant on her desk.
They built a furniture plant at the end of the street.
England wanted to plant colonies along the eastern coast.

Lead a discussion of the sentences with the learners. Have them identify the meanings of each word, using sentence context.

Place the following paragraph on the chalkboard. Direct the learners to write the paragraph and the meaning of each underlined word. Have them use the context to identify the word meaning.

(Continued)

Chicago was the meat packing center of the United States, but many large meat packing firms have relocated plants farther west. Improved methods of transportation have made it easier to ship meat products greater distances.

Answers

Responses will vary. Accept responses similar to the following:

1. packing--food processing 2. center--main place
3. plants--factories 4. ship--send 5. products--
something produced

Criterion

The learner will identify the meaning of words from context with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Vocabulary	**Objective No.** 57
Objective	Given examples, the learner will write sentences, using figures of speech.	

Teaching/Learning Strategy

Discuss the following figures of speech with the learners: metaphor, simile, and hyperbole. Prepare a chart similar to the one below to show how they are used in sentences.

Figures of Speech	
Metaphor	A comparison between different objects or ideas. (Example: The ship ploughs the lake.
Simile	A comparison between different objects or ideas joined by the words like or as. (Example: Her eyes were as large as saucers.)
Hyperbole	An exaggeration used to emphasize a point. (Example: His backpack weighs a ton.)

Explain the figures of speech on the chart to the learners, and point out the sentence examples. Direct the learners to find and to share similar examples from their basal readers, language arts textbooks, and library books.

Instruct the learners to write sentences, incorporating these figures of speech. Provide an opportunity for the learners to share their sentences in small groups.

Criterion

The learner will write sentences, using figures of speech. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Fundamental Skills: Vocabulary	**Objective No.** 58
Objective	Given instruction, the learner will identify homographs and homophones and use them correctly in sentences.	

Teaching/Learning Strategy

Tell the learners that homographs are words which are spelled alike but differ in **meaning and often pronunciation; homophones** are words which are pronounced alike but differ in spelling **and meaning.** Prepare a chart to illustrate these words, as indicated below.

Word List

Homographs	Homophones
lead/lead	fair/fare
record/record	flea/flee
produce/produce	knight/night

Ask the learners to use their basal readers and language arts textbooks to add words to the chart.

Direct the learners to identify five sets of homographs and homophones. Have them use the sets to write sentences (declarative, imperative, interrogative, or exclamatory). Provide an opportunity for the learners to share their sentences in small groups.

Criterion

The learner will identify homographs and homonyms and use them correctly in sentences.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Skill Writing

Subskill Fundamental Skills: Dictionary Usage

Objective No. 59

Objective Given sets of guide words, the learner will place selected words into the proper set.

Teaching/Learning Strategy

Explain to the learners that guide words are the first and last words on a dictionary page. Show them examples of guide words in the dictionary. Point out their location on each page. Provide sets of guide words similar to the following:

1. cabbage/cafe
2. cliff/consider
3. describe/detail
4. dragon/draw
5. irrigate/island
6. merry/metal
7. reserve/resolve
8. term/terrible

Write a list of selected words such as the ones listed below on a chart or the chalkboard from a content area unit:

desert ___
cactus ___
mesa ___
conservation ___
drainage ___
reservoir ___
irrigation ___
climate ___
terrain ___

(Continued)

OBJECTIVE NO. 59 (cont.)

Direct the learners to indicate in which set of guide words each selected word will be found. Have the learners write sentences, using the selected words. Ask them to relate the sentences to the content area unit. Provide an opportunity for the learners to share their sentences in small groups.

Answers

desert/3 cactus/1 mesa/6 conservation/2 drainage/4
reservoir/7 irrigation/5 climate/2 terrain/8

Criterion

The learner will place selected words into sets of guide words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Grade 4

Objective No. 60

Skill Writing

Subskill Fundamental Skills: Dictionary Usage

Objective Given a selected list of words, the learner will write the words in syllables, using the dictionary when necessary.

Teaching/Learning Strategy

Review the following generalizations for dividing words into syllables with the learners:

V-C-V Pattern
If a vowel in a word is followed by a consonant, then by another vowel, divide into syllables after first vowel. (Example: ci der - open syllable; vowel is long)

V-C-C-V Pattern
If a vowel is followed by a consonant, consonant, vowel pattern, divide between the two consonants. (Example: but ter - closed syllable; vowel is short)

Prepare a worksheet, using reading, spelling, or content area words similar to the ones below:

1. garden ___________
2. cactus ___________
3. demon ___________
4. cider ___________
5. swimming ___________
6. chatter ___________
7. happen ___________
8. humor ___________
9. muffin ___________
10. oatmeal ___________

Direct the learners to write the words in syllables. Instruct them to use dictionaries when necessary. Have the learners select three words from the list and write a brief paragraph using them. Stress the importance of relating the words to the paragraph topic.

Answers
1. gar/den 2. cac/tus 3. de/mon 4. ci/der 5. swim/ming
6. chat/ter 7. hap/pen 8. hu/mor 9. muf/fin 10. oat/meal

Criterion

The learner will write words in syllables with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p. ____	p. ____	p. ____
Nontextual		p. ____	p. ____	p. ____
Reinforcement		p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Fundamental Skills:
Dictionary Usage

Objective No. 61

Objective Given instruction, the learner will use the dictionary to accent words correctly.

Teaching/Learning Strategy

Explain to the learners that an accent mark is used in a dictionary pronunciation to show that a syllable is stressed when the word is spoken. Point out that an accent mark (**′**) in bold type indicates that a syllable receives primary or more stress. Tell the learners that accent can influence word meaning, such as de′-sert or des′ert.

Place a vocabulary list of words from a content area unit of study on the chalkboard or a chart:

insect
thorax
feeler
larvae
abdomen
antennae
skeleton
pupa
spiracles
nectar
molt
aphid
cocoon
chrysalis
maggot
environment

Introduce the vocabulary words to the learners. Direct them to use dictionaries to identify the pronunciation and definition of the words. Remind them to include the accent mark(s) in the pronunciation.

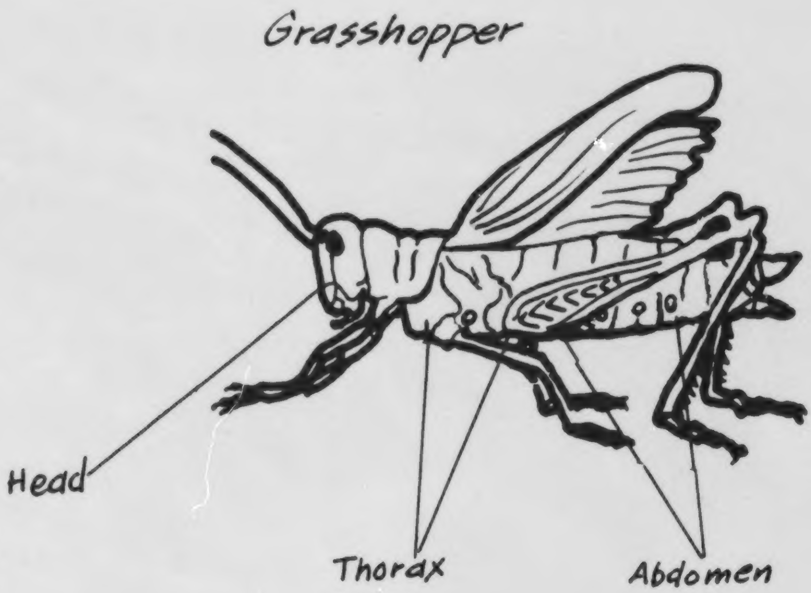
(Continued)

Direct the learners to write sentences, using the vocabulary words. Encourage them to illustrate their sentences. Use the example below to show the learners how to illustrate their sentences.

The grasshopper
is a member of
the insect family.

grass' hop per
in' sect

Prepare a bulletin board display of the pronunciations, definitions, sentences, and illustrations. Check to see that the learners accented the words correctly.



Criterion

The learner will use a dictionary to accent words correctly. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Practical Writing: Oral Practice and Readiness	**Objective No.** 1
Objective	Given a story, the learner will identify and list pertinent information.	

Teaching/Learning Strategy

Have the learners listen to or read a current events story which is related to language arts or the content areas. Use a WBEZ selection if possible. Tell the learners that they will identify and list pertinent information related to the selection.

Place the following chart on the chalkboard, and ask the learners to list pertinent information related to the current events story.

Title of the Event:	
Who	
What	
Where	
When	
Why	

Provide an opportunity for the learners to share their information in small groups. Check to see that they have identified and listed pertinent information related to the current events story.

Criterion

The learner will identify and list pertinent information from a story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Practical Writing: Alphabetizing

Objective No. 2

Objective Given a list of names, the learner will write them in alphabetical order, using if necessary, the first three letters of each name.

Teaching/Learning Strategy

Instruct the learners to list their names on a sheet of paper, writing their last names first. Select one learner in each row or in each group to list the names for that row (group) on the chalkboard in alphabetical order according to the last names. Remind them to use the first three letters of each name, if necessary, to alphabetize the names. Direct the learners to keep an alphabetical list of these names in their notebooks and to refer to it for classroom activities and projects.

List the names of famous persons, states, countries, or products on the chalkboard. Have the learners arrange them in alphabetical order. Show them how to list pertinent information after the names.

Criterion

The learner will alphabetize names, last name first, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Practical Writing: Alphabetizing

Objective No. 3

Objective Given a list of words, the learner will write them in alphabetical order, using the third letter.

Teaching/Learning Strategy

Tell the learners that when the first two letters of words are the same, the third letters are used to write the words in alphabetical order. Place a list of words on the chalkboard for the learners to alphabetize. Select the words from a specific content area unit of study. Allow the learners to add words to the list. Direct the learners to alphabetize the words.

division
addition
arithmetic
subtraction
frequency
sum
fractions
difference
quotient
quantity

Answers:

1. addition
2. arithmetic
3. difference
4. division
5. fractions
6. frequency
7. quantity
8. quotient
9. subtraction
10. sum

Criterion

The learner will write words in alphabetical order, using the third letter, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Practical Writing: Sequence	**Objective No.**	4

Objective Given the necessary information, the learner will write directions in sequence.

Teaching/Learning Strategy

Tell the learners that it is important to do the following when writing directions: list the steps sequentially, state each step briefly, and use the appropriate vocabulary. Show the learners directions for various activities in language arts texts and various content area books, and discuss how they are written.

Divide the learners into groups. Direct each group to write specific directions in sequence, indicating how to go from the classroom to a specific location such as the following:

Group 1 - Kindergarten
Group 2 - Gym
Group 3 - Playground
Group 4 - Closest bus stop
Group 5 - Neighborhood library
Group 6 - Community recreational center

Emphasize the importance of sequential order when writing the steps for a familiar process. Ask the learners to bring copies of simple favorite recipes to school. Point out the importance of sequential order and clear explanations when following the directions for a recipe. List the steps for a familiar recipe in the correct sequential order. Have the learners place the steps for the following suggested recipe in the correct sequential order:

French Toast

1. Place the mixture in a shallow pan or dish. Dip the bread into the mixture on both sides.
2. Break two eggs into a bowl. Add one-half cup of milk and one-fourth teaspoon of salt. Use an egg beater to blend the mixture until smooth.
3. Cook the bread in a pan with hot oil. Turn the bread in order to brown on both sides. Serve with syrup or confectioner's sugar.

(continued)

OBJECTIVE NO. 4 (cont.)

Direct the learners to identify a familiar process and then to list the steps for the process in the correct sequential order. Suggest that they write their steps in paragraph order, using words such as first, next, then, and last. Ask them to share their processes in small groups. Make sure they list the steps in correct sequential order.

Answers

2, 1, 3

Criterion

The learner will write directions in sequential order, using the necessary information. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________________	p. ____	p. ____	p. ____
Nontextual	____________________	p. ____	p. ____	p. ____
Reinforcement	____________________	p. ____	p. ____	p. ____

Grade 4

Skill Writing

Subskill Practical Writing: Sequence

Objective No. 5

Objective Given a process to do (or make), the learner will write the directions in correct sequential order.

Teaching/Learning Strategy

Tell the learners that each step in a process is very important. Explain the necessity of listing the steps of a process in sequential order. Discuss what could occur if the steps in a recipe were followed out of order or were omitted.

Have the learners find a simple familiar recipe at home; i.e., fudge, cookies, pudding, or popcorn. Ask them to write the recipe in sequential order on one sheet of paper and out of sequential order on another sheet of paper. Collect the recipes in correct order. Direct the learners to exchange the out-of-order recipes and write them correctly. Distribute the "collected" copies so that the learners may check the sequential order of their recipes.

Criterion

The learner will write the steps for a process in sequential order. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Practical Writing:
Dictate and Record Information

Objective No. 6

Objective Given appropriate information, the learner will make a seating chart of the classroom.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Tell the learners that a chart is a visual that gives information in tabular form. Show them an example of a classroom seating chart. Explain to the learners the following purposes of a classroom seating chart:

to tell membership at a glace
to determine seat placement
to take attendance quickly
to identify the names of the learners
to group learners for specific purposes.

Place a chart similar to the one below on a duplicating master. Have the learners complete the chart. Suggest a coding system to identify pertinent information, i.e., blue pen - boys' names, green pen - girls' names.

CLASSROOM SEATING CHART			ROOM 104

Criterion

The learner will correctly make room seating chart of the classroom. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Grade 4

Skill Writing

Subskill Practical Writing: Recording of Information

Objective No. 7

Objective Given data, the learner will use the information to prepare a line graph.

Teaching/Learning Strategy

Tell the learners that a line graph is a diagram used to communicate information in a concise manner. Point out examples of line graphs in content area textbooks. Show the learners how to interpret the information in the graphs by using the titles, the headings, the symbols, and the keys in the diagram. Place the following data on the school baseball team on the chalkboard:

Oliver School Baseball Team

Month	Games Won	Month	Games Won
May	15	August	30
June	20	September	25
July	23	October	20

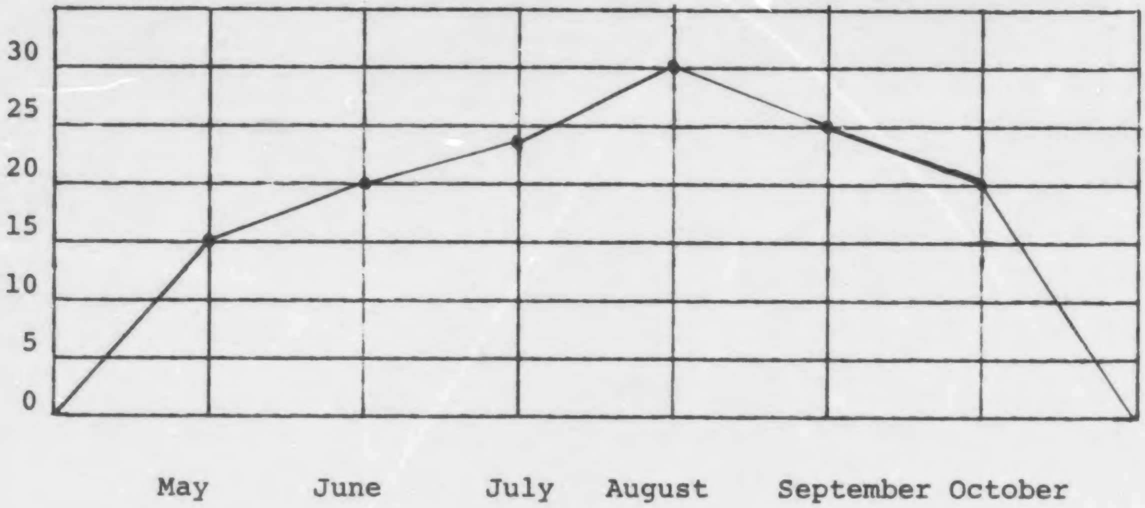
Direct the learners to prepare a line graph, using the data. Have them use the following questions as a guide for discussing their graphs:

What team is represented on the graph?
When did the team win the most games?
When did the team win the least games?

(Continued)

OBJECTIVE NO. 7 (cont.)

Games Won by the Oliver School Baseball Team



Answers: Oliver School Baseball Team; August; May.

Criterion

The learner will use data to prepare a line graph with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Practical Writing:
Record Keeping

Objective No. 8

Objective Given a book to read, the learner will prepare a written report.

Teaching/Learning Strategy

Inform the learners that a book report can be a way of sharing an enjoyable book with others. Discuss ways in which book reports can be made interesting. Stress the fact that a book report may take a form other than written. Include the following suggestions for reporting on books:

Role-play a scene from the book.
Illustrate some interesting scenes.
Use hand puppets to dramatize a scene(s).
Make a diorama.
Dramatize the part of one of the main characters in the story.

Recommend titles, as indicated below.

Author	Title
Verna Aardema	Why Mosquitoes Buzz in People's Ears
Beverly Cleary	Henry Huggins
Beverly Cleary	Ramona and Her Father
Walter D. Edmond	The Matchlock Gun
Jean Fritz	What's the Big Idea, Ben Franklin?
Robert Lawson	Rabbit Hill
Beman Lord	Mystery Guest at Left End
Elizabeth Montgomery	Walt Disney: Master of Make-Believe
Oxford Scientific Films	Bees and Honey
Sydney Taylor	All-of-a-Kind Family

Have the learners develop a form for preparing written reports on enjoyable books. Remind them to include the following in the form:

Skill Writing

Grade 4

Subskill Practical Writing: Record Keeping

Objective No. 9

Objective Given a form, the learner will fill it out correctly.

Teaching/Learning Strategy

Tell the learners that forms are used to record information. Direct them to remember the following when filling out forms:

Print or write information neatly.
Read and follow directions carefully.
Check and utilize space effectively.

Point out that many forms request important information and should be completed accurately. Ask the learners to complete the form below. Remind them to use manuscript and cursive writing.

Membership Card

Last Name First Name Middle Initial Date

Address Date of Birth

City State Zip Code Telephone No.

School Signature

(Print information.)

Have the learners exchange forms and check the information for accuracy.

Criterion

The learner will fill out a form with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Practical Writing:
Record Keeping

Objective No. 10

Objective Given instruction, the learner will record information on a diary form.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that a diary is a written record of personal information, experiences, thoughts, and feelings. Tell them it is kept on a regular basis.

Duplicate forms on which the learners may record the date and their experiences on that date. Have them write several sentences that tell the happenings of the day. Provide time at end of day for learners to make their diary entries. Start with five days, then expand as seems advisable.

December 15, 1982
Date

Today I completed my science project on the solar system. Dad helped me attach the display boards.

Criterion

The learner will record information on a diary form. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Subskill Practical Writing: Record Keeping

Grade 4

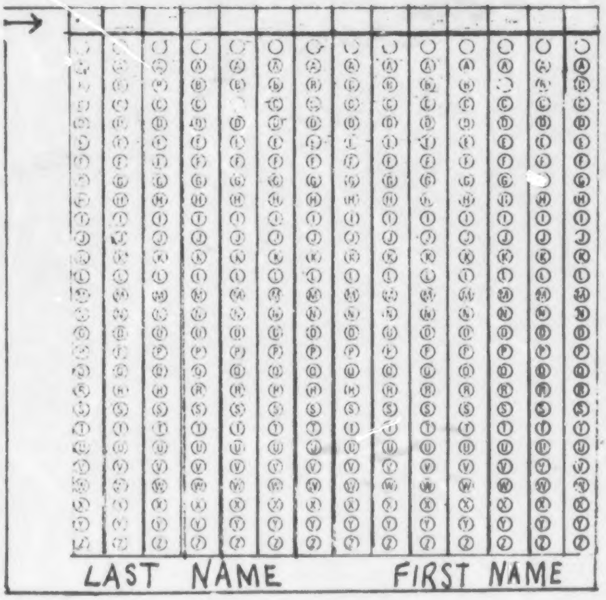
Objective No. 11

Objective Given a grid form, the learner will record his/her name, and date of birth.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Make transparencies of grids used in testing situations. Demonstrate how information is recorded on the grid. Inform the learners that gridding is necessary for data processing and machine reading. Make duplicated forms similar to the one below and have the learners practice recording their names on it.



Criterion

The learner will record his/her name on a grid form with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Practical Writing: Record Keeping **Objective No.** 12

Objective Given a topic and a report form to complete, the learner will record pertinent information.

Teaching/Learning Strategy

Place a list of topics on the chalkboard or a transparency which are related to the content areas or current events. Provide an opportunity for the learners to add to the list. Discuss the topics with the learners and show them how to use informational books, dictionaries, encyclopedias, newspapers, and magazines to locate pertinent information on the topics. Ask the librarian to explain to the learners how to use the encyclopedia to locate important information on a specific topic.

Direct the learners to select a topic of interest. Instruct them to locate pertinent information on the topic and to record it in the appropriate place on the suggested form below.

Topic:			
Book Title	Author	Information	Page

Criterion

The learner will report pertinent topical information on a report form. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Practical Writing: Outline Information	**Objective No.**	13
Objective	Given a group of sentences about two different topics, the learner will write the topics and classify the related sentences under each topic.		

Teaching/Learning Strategy

Show the learners how to classify information according to topics. Use information from language arts and content area textbooks for classification purposes. Place words such as the following on the chalkboard or a transparency, and have the learners classify them under the headings below: Illinois, Tennessee, Minnesota, Alabama, Wisconsin, Florida, Michigan, Ohio, Mississippi, Louisiana.

Headings: Middle Western Region, Southern Region

List the group of sentences suggested below on the chalkboard. Have the learners write two topics for classifying the sentences. Direct them to write each sentence under the appropriate topic.

1. We have many tall buildings, factories, and trade centers.
2. There are many farms, orchards, and open spaces.
3. Farm animals are seen grazing in the pastures.
4. At the airport we watch the international jets take off and land.
5. In the summer we like to pick apples, peaches, and berries.
6. There are many department stores in that shopping center.
7. The apartment buildings are built close together.
8. All the children take the bus to school.
9. Many people come here to work in various types of occupations.
10. The workers were in the fields picking corn, tomatoes, and beans.

Answers
Urban Area, sentences 1,4,6,7,9; Rural Area, sentences 2,3,5,8,10.

Criterion

The learner will classify information with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill	Writing	**Grade 4**	
Subskill	Practical Writing: Outline Information	**Objective No.**	14
Objective	Given a paragraph, the learner will write the main idea and the supporting details.		

Teaching/Learning Strategy

Tell the learners that a paragraph is usually about one main idea and that this main idea may be expressed in one sentence, called the topic sentence. Explain that the other sentences in the paragraph contain details which support the main idea. Direct the learners to read appropriate paragraphs in content area textbooks. Have them discuss what the paragraphs are about. Ask them to identify the main ideas and supporting details of the paragraphs. Point out that topic sentences may come at the beginning, middle, or end of a paragraph.

Write a paragraph on the chalkboard or on a transparency. Read the paragraph orally as the learners read along silently. Direct the learners to listen for the main idea and for the sentences that support this idea. Ask these questions: "Which sentence gives the main thought?" "What other sentences support this idea?" Have the learners respond to the questions in writing.

The Wright Brothers

> From the time they were boys, the Wright brothers were interested in flying. Their interest was aroused by hearing stories from the Bible. They also had flying toys and studied the flight of birds. As they grew older, the boys began to make things. Their mechanical ability increased until they successfully developed the first airplane.

(Continued)

Answers

Main Idea: From the time they were boys, the Wright brothers were interested in flying.

Details: Their interest was aroused by hearing stories from the Bible. They also had flying toys and studied the flight of birds. As they grew older, the boys began to make things. Their mechanical ability increased until they successfully developed the first airplane.

Criterion

The learner will identify the main idea and supporting details of a paragraph with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Practical Writing: Outline Information	**Objective No.** 15
Objective	Given several related paragraphs, the learner will write the main ideas of each and a phrase or sentence that supports each main idea.	

Teaching/Learning Strategy

Select several related paragraphs, containing topic sentences, in a content area textbook. Direct the learners to read the paragraphs. Tell them to write the main idea of each paragraph and a phrase or sentence that supports the main idea. Encourage them to use the following format for writing their information. Stress the importance of using parallel structure (phrases or sentences) when writing their information.

Paragraph One

Main Idea: ______________________________

____

Detail(s): ______________________________

____

Paragraph Two

Main Idea: ______________________________

____

Detail(s): ______________________________

____

Criterion

The learner will write the main ideas and supporting details of related paragraphs with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Practical Writing: Outline Information	**Objective No.** 16
Objective	Given a selection in a textbook, the learner will write a two-level outline.	

Teaching/Learning Strategy

Provide a model two-level outline form as indicated below. Display the model so that the learners may refer to it when necessary. Point out that an outline is a way of organizing information according to main ideas and supporting details.

Title: Types of Environments

- I. Urban
  - A. Physical characteristics
  - B. Job opportunities
- II. Rural
  - A. Physical characteristics
  - B. Job opportunities

Discuss the model and point out the title and parallel structure. Direct the learners to write a two-level outline, showing the organization of a content area selection.

Criterion

The learner will use a two-level outline to organize information from a selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Practical Writing:
Taking Notes

Objective No. 17

Objective Given a selection to read, the learner will take notes.

Teaching/Learning Strategy

Explain to the learners that taking notes is a very important skill. Point out that notetaking may be used for making reports, preparing speeches, and preparing for tests. Stress the importance of listing the main ideas and details in the notes. Encourage the learners to remember the following when taking notes:

Write the important facts.
Try to put the facts in your own words.
Use words, phrases, or sentences to reword information.

Direct the learners to read a content area selection and take notes. Ask questions relating to the main ideas and supporting details of the selection. Have the learners use their notes to write answers to the questions. Check their answers to see if the correct information was recorded.

Criterion

The learner will take notes from a reading selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Practical Writing: Summarizing	**Objective No.**	18

Objective Given a selection, the learner will summarize it.

Teaching/Learning Strategy

Tell the learners that a summary is a brief report that gives the main points of a selection or a presentation in a brief manner. Stress the importance of including the main ideas in a summary. Place a selection similar to the following on the chalkboard or a transparency. Ask the learners to write a summary of it. Remind them that the summary should be brief.

> A Family
> by Tammy Rosenfeld
>
> A family is more important than anything or anyone in the whole world. I love my mother because she does everything for me. Sometimes I get mad at her, but I look back and say, "If it weren't for her, I wouldn't be here today." I love my father because he helps me with my homework and lots of other things. I love my sister, because when I am sad she cheers me up and when I am bored she says, "Let's play a game." That's why a family is important.
>
> From The Green Taste of Life,
> published by the Board of Education,
> City of Chicago.

Answers: Responses will vary.

Criterion

The learner will write a summary of a selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Practical Writing: Paragraphs **Objective No.** 19

Objective Given a two-level outline, the learner will write two paragraphs referring to the outline.

Teaching/Learning Strategy

Tell the learners that an outline may be used as a plan for writing. Point out the title, main ideas, and details in the outline below. Show how the main ideas and details can be used to write paragraphs.

Bicycle Safety

I. Wheels and brakes operate correctly.
   A. Wheels roll smoothly.
   B. Brakes hold easily.

II. Handlebars and seat are firmly secured.
   A. Handlebars are tightened correctly.
   B. Seat is raised appropriately.

Discuss the outline with the learners. Suggest ways in which they can use the information for their writing assignment. Direct the learners to write two paragraphs using information from the outline.

Criterion

The learner will write two paragraphs based on information in an outline. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Practical Writing: Reports **Objective No.** 20

Objective Given a topic, the learner will prepare a report.

Teaching/Learning Strategy

Tell the learners that a report is a group of paragraphs related to a particular topic. Explain that the report contains facts and information about the topic. Place a list of appropriate topics on the chalkboard that are related to a content unit of study. Allow the learners to add topics to the list. Remind them to limit the topics so that they can be presented adequately in a brief report.

Direct the learners to select a topic and to prepare a two-level outline for organizing the information in their reports. Allow them to work in small groups when preparing their outlines. Have them use appropriate reference materials to gather information for the report. Suggest the five Ws format for gathering information: who, what, where, when, and why.

Show the learners how to use their outlines when writing their reports. Encourage them to write a draft copy and then revise it. Provide an opportunity for them to share their reports in small groups.

Criterion

The learner will prepare a report on a selected topic. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Skill Writing

Subskill Practical Writing: Letters

Grade 4

Objective No. 21

Objective Given instruction, the learner will identify the five parts of a friendly letter.

Teaching/Learning Strategy

Tell the learners that friendly letters are written to relatives and friends for the purpose of sharing information. Display a model identifying the parts of a friendly letter, as indicated below. Discuss the model with the learners. Show them examples of friendly letters and ask them to identify the parts.

(Heading)

(Salutation),

(Body)

(Closing),

(Signature)

Have the learners write a friendly letter to a classmate. Check to see that their letters include the five parts.

Criterion

The learner will identify each of the five parts of a friendly letter with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Practical Writing: Letters **Objective No.** 22

Objective Given an occasion, the learner will write a friendly letter.

Teaching/Learning Strategy

Review the following parts of a friendly letter with the learners: heading, salutation, body, closing, and signature. Remind them that the heading states where the writer lives and the date, the salutation identifies the receiver of the letter, the body tells what the writer wants to say, closing is a manner of saying farewell, and the signature identifies the writer. Show the learners examples of friendly letters in language arts texts, and discuss the contents and formats. Point out that block or indented form may be used in the heading and closing/signature.

Direct the learners to write a friendly letter to a relative or a friend that is related to a special occasion. Guide them to list four things they can say about the occasion. Help them organize their ideas for the letter. Remind them to use the correct format when they begin writing their letters. Have them check their letters for correct format, spelling, capitalization, and punctuation. Prepare a bulletin board display of the letters.

Criterion

The learner will write a friendly letter, using the correct format, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ___	p. ___	p. ___
Nontextual	______	p. ___	p. ___	p. ___
Reinforcement	______	p. ___	p. ___	p. ___

Skill Writing **Grade 4**

Subskill Practical Writing: Letters **Objective No.** 23

Objective Given an example, the learner will write a letter of invitation.

Teaching/Learning Strategy

Review the following parts of a friendly letter with the learners: heading, greeting, body, closing, and signature. Instruct the learners that a letter of invitation is a friendly letter in which you invite someone to do something. Emphasize the use of the five Ws in an invitation--who, what, when, where, and why.

Place an invitation similar to the one below on the chalkboard, and discuss the five Ws with the learners.

105 East Delaware
Chicago, Illinois 60601
August 15, 1981

Dear Tom,

I am going to have a cookout on Saturday, August 23, at 2:00 p.m., and I would like you to come. The cookout is for my birthday. It will be held in our yard.

We are all going to wear casual clothes, so please wear slacks or shorts.

Your cousin,
Bill

Direct the learners to write a letter of invitation, using the five Ws.

Criterion

The learner will write a letter of invitation. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Subskill Practical Writing: Letters

Grade 4

Objective No. 24

Objective

Teaching/Learning Strategy

Develop in the learners an awareness of the many situations that require letters of thanks and appreciation, as well as the tremendous impact a "thank you" letter can have. Explain that thank you letters are written for gifts received, favors granted, and special effort shown by someone toward you.

Remind the learners to include the following in thank you letters: what was received, how it can be used, how it is appreciated, and, whenever possible, something particular or special about the sender and his/her efforts and thoughtfulness. Direct the learners to write a thank you letter, using the model below as an example.

105 East Delaware
Chicago, Illinois 60601
June 15, 1979

Dear Cathy,

I really enjoyed my birthday. The gold bracelet is just what I wanted, and it will go with my outfits. Thank you for sending it to me.

We had a party in the afternoon. I wore my new bracelet and everyone liked it. I will wear it everyday.

Love,
Marie

Criterion

The learner will write a thank you letter. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Practical Writing: Letters

Objective No. 25

Objective Given review, the learner will identify the six parts of a business letter.

Teaching/Learning Strategy

Review the following parts of a business letter: heading, inside address, greeting, body, closing, and signature. Show the learners examples of business letters and have them identify the six parts. Duplicate a letter in which the parts are in scrambled order as indicated below. Direct the learners to rewrite the letter correctly and identify the six parts of a business letter.

Linda Jordan

Dear Sir:

Lovely School
1234 Fifth Street
Maywood, Illinois 60153

Yours truly,

Standard Oil Company
Trenton, New Jersey 08065

Our class is studying about the importing of oil from various countries. Please send me any free materials that may help us understand oil production and importation. We would also like to know where your company is drilling for oil.

There are 36 pupils in our room. Thank you for helping us learn about the oil industry.

Criterion

The learner will identify the parts of a business letter with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Practical Writing: Letters	**Objective No.**	26

Objective Given an occasion, the learner will write a business letter, using the correct format.

Teaching/Learning Strategy

Tell the learners that business letters may be written to request or to share pertinent information about products or services. Discuss the parts of a business letter with the learners, and show them examples in their language arts texts. Place copies of business letters on the bulletin board and provide an opportunity for the learners to read and to discuss the letters.

Ask the learners to write business letters to specific companies or organizations, requesting information related to a unit of study. Check to see that the learners write the letters correctly.

Criterion

The learner will write a business letter, using the correct format. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Subskill Practical Writing: Letters

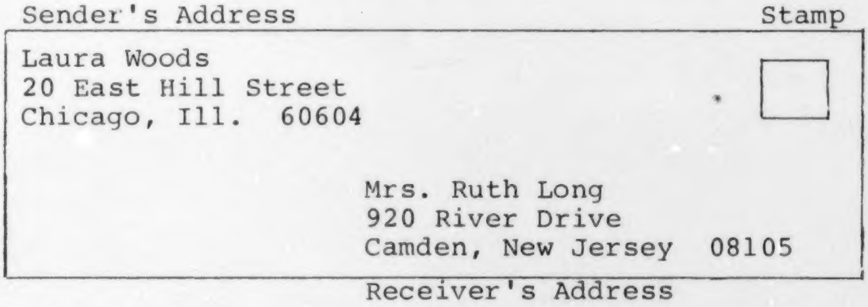
Grade 4

Objective No. 27

Objective Given instruction, the learner will address an envelope correctly.

Teaching/Learning Strategy

Tell the learners that the information on an envelope is important to all the people who handle it. Stress the importance of writing information clearly on an envelope and of placing the information in the proper position. Show a model of an addressed envelope, similar to the one below.



Laura Woods
20 East Hill Street
Chicago, Ill. 60604

Mrs. Ruth Long
920 River Drive
Camden, New Jersey 08105

Discuss the format for addressing the envelope with the learners. Explain the use of block or indented form. Point out the use of abbreviation, capitalization, and punctuation. Ask the learners to bring addressed envelopes from home to share with the class.

Have the learners divide a sheet of writing paper into halves. Direct them to address each "envelope" to a relative or a friend.

Criterion

The learner will address an envelope with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Sentences, Captions, and Titles **Objective No.** 1

Objective Given a series of pictures, the learner will write appropriate captions for them.

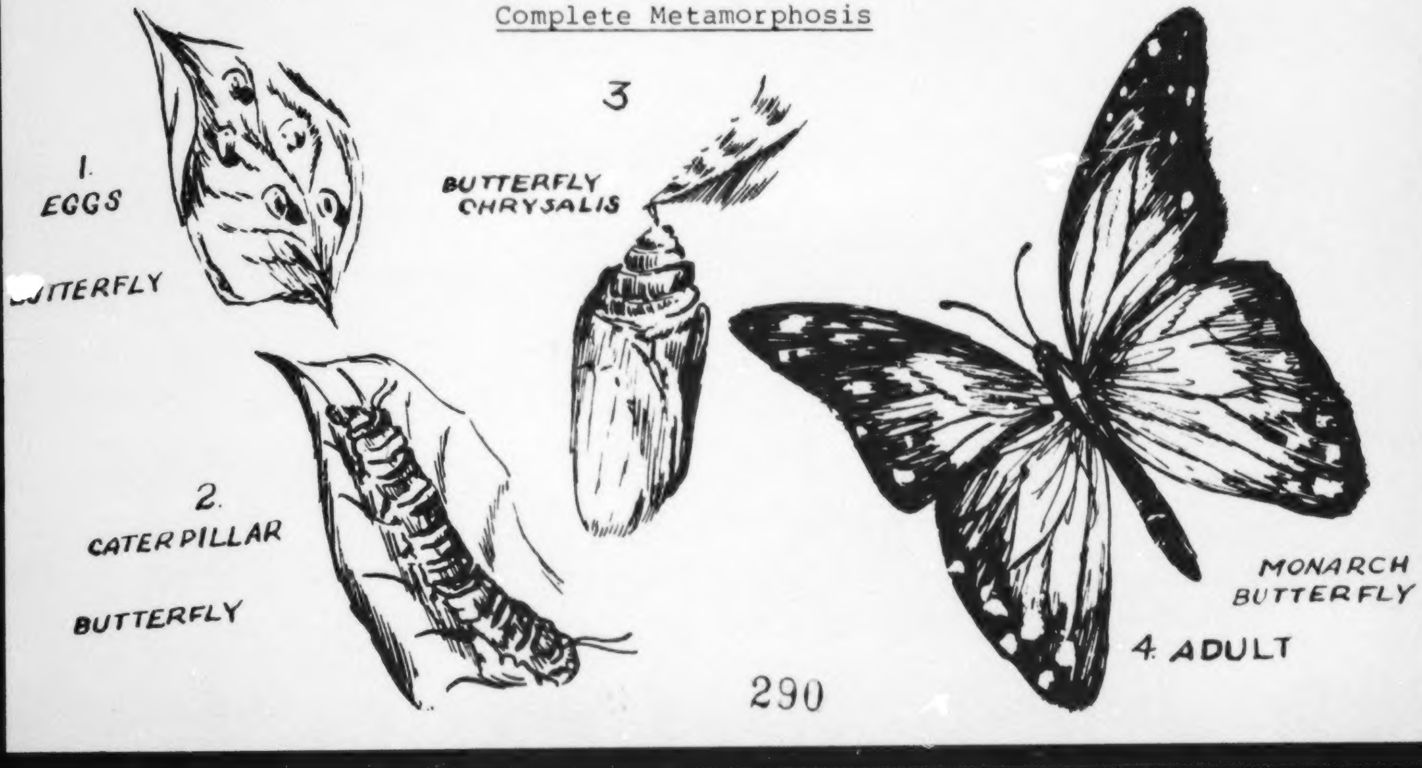
Teaching/Learning Strategy

Explain to the learners that a caption is an explanatory comment or statement that accompanies a picture. Provide examples of captions from basal readers, language arts textbooks, content area textbooks, newspapers, and magazines. Discuss the captions with the learners, and show how they are related to the persons, objects, actions, or events in the pictures.

Place a picture on the bulletin board. Direct the learners to write a caption for it. Provide an opportunity for the learners to discuss their captions in small groups. Ask each group to write a caption for the picture on a sentence strip. Place the captions under the picture. Have the learners select the most appropriate caption(s).

Place a series of pictures related to a specific topic on a duplicating master or transparency, as suggested below. Direct the learners to write a caption for each picture.

Complete Metamorphosis



OBJECTIVE NO. 1 (cont.)

Suggested Answers

1. Butterfly Eggs 2. Caterpillar 3. Butterfly Chrysalis
4. Monarch Butterfly

Criterion

The learner will write appropriate captions for a series of pictures with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Sentences, Captions, and Titles **Objective No.** 2

Objective Given a story or poem, the learner will write an appropriate title for the selection.

Teaching/Learning Strategy

Show the learners titles of books, articles, poems, reports, and stories. Explain their importance, and discuss how they provide clues or information about the written selection. Read the following poem and story to the learners, omitting the titles. Have the learners write appropriate titles for the selections. Provide an opportunity for the learners to share their titles.

Snowflakes*

by Warner Allen Schub

Flakes of snow come down from the sky,
And down on the ground they peacefully lie.
Like stars they sometimes fly;
Like people, they sometimes die.

Who's Afraid?*

by Vickey Jones

One day I came home from school with my sister. No one was there, so she used her key to let us in the house. I had to clean my room before I could play, so I started right in. I opened my closet door to hang up my coat. I jumped when I heard a small scuffling noise. I ran to the kitchen where my sister was. I told her that I heard a noise. My sister and I ran into my room. I opened the closet door, and we took everything out. There under all my shoes and toys and junk was my tiny pet turtle, Rusty. Now, who's afraid of a good little turtle?

Me!

* From Freckled Fantasies published by the Board of Education, City of Chicago, 1979.

(Continued)

Write the titles of the selections on the chalkboard, and have the learners compare their titles with the authors' titles. Ask the learners to write stories and poems related to certain themes. Make a listing of their titles. Have them note the similarities and differences in the titles.

Criterion

The learner will write an appropriate title for a story or poem with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Creative Writing:
Sentences, Captions, and Titles **Objective No.** 3

Objective Given an illustration, the learner will write sentences describing it.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Present the learners with several interesting pictures from magazines, newspapers, trade books, and content area books. Provide an opportunity for them to describe the illustrations in sentences. Encourage them to use adjectives and adverbs in their descriptions. Made a list of colorful and interesting vocabulary words used in the descriptions. Encourage the learners to use the vocabulary words in oral activities.

Ask the learners to find illustrations in magazines or newspapers and have them write sentences describing them. Provide an apportunity for them to share their illustrations and sentences in small groups. Prepare a bulletin board display of their work. Group the illustrations by categories if possible.

Criterion

The learner will write sentences describing an illustration. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Sentences, Captions, and Titles

Objective No. 4

Objective Given examples, the learner will write sentences, using metaphors.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Prepare a collection of objects, such as shells, rocks, whistles, and buttons. Show the learners a shell and a rock. Call the learners' attention to the color, texture, and shape of the objects, and ask them to identify ways in which the objects are similar and different. Make a list of the similarities and differences on the chalkboard.

Explain that a metaphor is a figure which implies a comparison between objects that are different. Provide a list of metaphors similar to the following:

heart of stone
an icy stare
a golden-tongued orator
the whistling wind
nerves of steel
the ship plowed through the sea

Have the learners add metaphors to the list.

Direct the learners to note metaphors in their basal readers, language arts textbooks, and library books. Have them make a list of metaphors. Ask them to write sentences, using the metaphors.

Criterion

The learner will write sentences, using metaphors with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 5

Objective Given examples, the learner will write sentences, using similes.

Teaching/Learning Strategy

Conduct a discussion of metaphors. Introduce the term simile. Explain that a simile is a figure of speech comparing dissimilar objects or ideas, using the words like or as. Provide examples of similes similar to the following:

teeth like pearls	a smile like the sun
happy as a lark	busy as a bee
quick as lightning	brave as a lion

Ask the learners to contribute to the list.

Have the learners locate similes in their basal readers, language arts textbooks, and library books. Direct them to write several similes and to use them in sentences. Provide an opportunity for the learners to read their sentences. Ask the other learners to identify the unlike things being compared.

Criterion

The learner will write sentences, using similes with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 6

Objective Given examples, the learner will write a story, using personification.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Remind the learners that personification is a figure of speech which represents an object or an animal as a person. Write the following examples of personification on the chalkboard and discuss them with the learners:

> Money talks.
> The flames ate the house.
> The ocean swallowed the boat with the gulp of a giant.

Ask the learners to find additional examples of personification in their basal readers and language arts textbooks, and share them with the class.

Direct the learners to write a story, using personification. Have the learners illustrate their stories. Prepare a bulletin board display of their work.

Criterion

The learner will write a story, using personification with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 7

Objective Given examples of hyperbole, the learner will write a tall tale.

Teaching/Learning Strategy

Explain hyperbole to the learners. Point out that it is a figure of speech which uses exaggeration. Place the following examples on the chalkboard:

The tree touched the sky.
This box weighs a ton.
I washed a mountain of dishes.
The cow jumped over the moon.

Discuss the exaggeration in the statements with the learners. Develop the concept of exaggeration by writing a simple fact on the chalkboard and then exaggerating it as indicated below:

Mark runs very fast.
Mark ran so fast that he passed the roaring train.

The dog was hungry.
The dog was so hungry that it ate its bowl.

Ask the learners to write additional examples of exaggeration. Provide an opportunity for them to share their examples.

Read the following selection to the learners to show how exaggeration may be used in poetry:

Tall Story*

by Rommell Sangalang

I knew a man so tall,
Who reached from wall to wall.

The easiest thing he had ever done,
Was to reach outer space -
At the count of one.

---

*From Freckled Fantasies, published by the Board of Education, City of Chicago, 1979.

(Continued)

Discuss the exaggeration used in the poem and ask the learners to look for similar examples in their basal readers and language arts textbooks.

Read a tall tale to the learners, such as "Pecos Bill" or "Paul Bunyan." Locate the tall tale in a basal reader, language arts textbook, or The Arbuthnot Anthology of Children's Literature. Discuss the tall tale with the learners, and point out how exaggeration is used. Have the learners write a tall tale, using the following procedures:

Identify a character.
Give the character an occupation.
Determine a setting.
Depict an adventure the character had.
Use exaggeration. (How large, how fast, how strong is the character?)

Ask the learners to illustrate their tall tales and place them in a class book of tall tales. Provide an opportunity for the learners to read the tales.

Criterion

The learner will write a tall tale after noting examples of hyperbole. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 8

Objective Given characters in a story, the learner will write a dialogue.

Teaching/Learning Strategy

Explain to the learners that dialogue is a conversation between two or more characters. Point out examples of dialogue in basal readers and language arts textbooks. Read a story to the learners and discuss how the dialogue reveals character traits. Call attention to the style of speaking, and ask questions about the setting.

Ask the learners to select a character from a favorite story and list the traits of that character. Provide an opportunity for the learners to share their selection and list of character traits.

Have the learners work in pairs. Direct them to select two characters from a favorite story and write a dialogue. Remind them to identify a setting for the dialogue. Provide an opportunity for the learners to share their dialogue with the class. Allow them time to practice reading the dialogue before sharing it with the class.

Criterion

The learner will write a dialogue. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 9

Objective Given a situational picture, the learner will write a dialogue.

Teaching/Learning Strategy

Remind the learners that a dialogue is a written conversation that involves two or more characters. Point out that dialogue reveals character or personality traits. Show the learners examples of dialogue in basal readers and language arts textbooks, and discuss how they provide information about the characters.

Prepare a bulletin board display of pictures portraying situations and emotions. Locate the pictures in newspapers, magazines, pamphlets, and brochures. Ask the learners to add pictures to the dialogue.

Direct the learners to select a picture from the display and orally describe the setting, action, and characters depicted. Direct the learners to write a statement about the picture and the scene for the dialogue, and then to record the dialogue. Provide an opportunity for the learners to share their dialogue.

Criterion

The learner will write a dialogue for a situational picture. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 10

Objective Given instruction, the learner will write a description of an interest or hobby.

Teaching/Learning Strategy

Provide an opportunity for the learners to talk about themselves and their interests and hobbies in small groups. Ask them questions such as the following:

> What are some of your after-school activities?
> What do you really like to do?
> Have you ever won an award?
> Do you receive instruction in a special activity?
> How many hours do you spend each day doing these things?
> Why do you like this interest or hobby?

Write the above questions on the chalkboard, and have the learners use them as a guideline in writing a description of an interest or hobby. Allow them to add to the list of questions. Provide an opportunity for the learners to share their descriptions in small groups. Prepare a bulletin board display of the descriptions according to particular topics or interests.

Criterion

The learner will write a description of an interest or hobby. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 11

Objective Given a story, the learner will write a description of a character.

Teaching/Learning Strategy

Explain to the learners that a character in a story may be described by the way he/she acts, speaks, or relates to other characters in the story. Read the following suggested selection and ask the learners to write a description of one of the characters.

My Sister*

by Edmond Rodgers

Today when I came home from school, I was met by a little girl with a big smile. She said, "Hi, Eddie, do you want to play with me?"

I walk into my bedroom to put down my papers and hang my coat in the closet. When I step into my room, I see about ten dolls on my bed. A couple of them are on the floor. I open my dresser to get something, and there is another doll in it. I fall over play dishes, get up and trip over a doll buggy.

I play with Lori. She is the mother and I am the baby. Good grief! If my friends saw me they would laugh. After a few minutes, I become a horse and Lori rides me.

At last it is 5:00 o'clock. Sesame Street is on TV. I have one hour off. She loves this program.

Sometimes my cousin, Jimmy, gets mad about Lori and doesn't want her around. He fights with her over a balloon that is her balloon. She is afraid he will keep it, so she tries to get it. Then I say, "Give it to her, Jim." He goes home mad. I think he is acting more like a baby than she is. Lori is three years old and doesn't understand about sharing, but I will teach her about it. She likes it when I teach her about colors and things.

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*From The Green Taste of Life, published by the Board of Education, City of Chicago, 1977.

(Continued)

> Tomorrow when I go to school this little girl will kiss me and say, "Bye," with a sad face. When I come home, this little girl will smile again and say, "Hi, Eddie, do you want to play with me?" I will play with her because I love her; she is my sister.

Provide an opportunity for the learners to share their character descriptions in small groups.

Criterion

The learner will write a character description after listening to a story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 12

Objective Given a reading selection, the learner will write about a character, comparing him/her to someone or something else.

Teaching/Learning Strategy

Discuss the term compare with the learners, and point out that it is a process of finding likenesses and differences. Help the learners make comparisons which show how subjects selected are alike. Ask the learners to make comparisons, showing differences.

Identify several stories from the basal reader or language arts textbook. Ask the learners to select a favorite character and compare him/her to someone or something else. Suggest to the learners that they may make comparisons on the basis of appearance, actions, and statements. Guide the learners to use a chart similar to the following to organize their comparison.

COMPARISON CHART		
AREAS	SUBJECTS OF COMPARISON	
Appearance		
Actions		
Statements		

Direct the learners to write about their character, comparing him/her to someone or something else. Provide an opportunity for the learners to share their comparisons.

Criterion

The learner will write about a character, comparing him/her to someone or something else. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________________	p. ____	p. ____	p. ____
Nontextual	________________	p. ____	p. ____	p. ____
Reinforcement	________________	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 13

Objective Given an ending to a familiar story, the learner will write an alternate beginning.

Teaching/Learning Strategy

Discuss plot with the learners, and point out that it is a summary of the arrangement of events in a story. Use a story in a basal reader or language arts textbook to show how a plot has three parts--a beginning, a middle, and an end, as indicated below:

PLOT: STORY STRUCTURE

Beginning	Middle	End
Introduction of Problem (setting, character(s))	Possible Solutions	Resolution of Problem

Remind the learners that the middle concludes with the climax.

Select a familiar story from a basal reader or language arts textbook, and discuss the plot with the learners. Use a list of the events in the story to show the organization of the plot and the development of the story. Lead a discussion of how the beginning of the story may be changed in terms of the setting, the character(s), and/or the problem.

Have the learners write an alternate beginning to a selected familiar story. Provide an opportunity for the learners to share their alternate beginnings in small groups.

Criterion

The learner will write an alternate beginning to a familiar story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 14

Objective Given the beginning of a familiar story, the learner will write an alternate ending.

Teaching/Learning Strategy

Select a familiar story from the basal reader or a library book. Have the learners become very familiar with the beginning of the story. Discuss the setting, character(s), and the problem.

Review the structure of a story: beginning, middle, and ending. Discuss incidents which occur in the beginning of the story being used in this lesson. Consider the development of the plot in the middle of the story.

Point out that the problem which was presented in the beginning of the story is resolved in the ending. Discuss the author's ending. Ask how the author solved the problem.

Have the learners suggest an alternative ending to the story, and point out that the story might have ended in several ways.

Ask each learner to write an alternative ending to the story. Provide an opportunity for the learners to share their endings.

Criterion

The learner will write an alternate ending to a familiar story. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 15

Objective Given an interesting experience, the learner will write about an actual event from the experience, using who, what, when, where, and why.

Teaching/Learning Strategy

Review story writing techniques for organization, proper sequence, appropriate selection of supporting details for each main idea, and the use of who, what, when, where, and why.

Discuss some experience which the learners have shared: a field trip, a school play or festival, or sports event. Develop orally with them an account of one of the events, emphasizing the use of good story writing techniques as mentioned above.

Have each learner write about an event from a personal experience. Prepare a bulletin board display to exhibit the learners' writing.

Criterion

The learner will write about an actual event from a personal experience, using who, what, when, where, and why. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	________	p. ____	p. ____	p. ____
Nontextual	________	p. ____	p. ____	p. ____
Reinforcement	________	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 16

Objective Given an event or topic, the learner will write a news story.

Teaching/Learning Strategy

Use a "Current Events" bulletin board to motivate the learners to write news stories about current and meaningful events or stories. Encourage the learners to gather information for the news story from encyclopedias, newspapers, magazines, and radio and television broadcasts.

Show the learners how to write a news story, using the five W's format (who, what, where, when, and why). Stress the importance of using organization and detail in their stories. Select an appropriate story from a newspaper. Write it on the chalkboard, including the title. Discuss the story with the learners, showing how the five W's are used to organize the information. Point out how the title briefly capsulizes the story.

Direct the learners to select a current event or topic and to write a news story about it. Have them make a five W's chart, as indicated below, to organize their information. Show how the information gathered under "who and what" may be used to begin the story; how the "where and when" information may be used as the body of the story; and how the "why" information may be used as the conclusion.

TITLE OF STORY:	
who	
what	
where	
when	
.why	

(Continued)

OBJECTIVE NO. 16 (cont.)

Show the learners how visuals, such as pictures, maps, graphs, charts, time lines, and diagrams may be used to enhance the story.

Display the stories on the "Current Events" bulletin board and provide an opportunity for the learners to read and discuss them.

Criterion

The learner will write a news story about a current event or topic. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**
Subskill	Creative Writing: Stories, Poetry, Plays, and/or Scripts	**Objective No.** 17
Objective	Given an interview situation, the learner will write a news story.	

Teaching/Learning Strategy

Explain to the learners that an interview is a meeting usually between two people. Tell them that during the meeting one person asks questions, and the other person responds to the questions. Help them understand that the interview may be related to a special event or happening.

Stress the importance of asking good questions throughout the interview in order to obtain appropriate information for writing a news story. Suggest questions that begin with who, what, when, where, why, and how. Direct the learners to write the responses to the questions. Show them how this information will facilitate writing their news story.

Divide the learners into pairs. Have one learner be an interviewer and the other an interviewee.

Divide the learners into pairs. Have them take turns interviewing each other. Direct them to use the suggested questions and relate them to a specific topic or event. Have the learners write a news story, using the information from the interview. Check the news stories to determine if the question format was followed and if the information is accurate.

Criterion

The learner will write a news story after conducting an interview. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill	Writing	**Grade 4**	
Subskill	Creative Writing: Stories, Poetry, Plans, and/or Scripts	**Objective No.**	18
Objective	Given instruction, the learner will write a narrative composition.		

Teaching/Learning Strategy

Explain to the learners that a narrative composition requires a plan for telling a story. Instruct them that the plan should include deciding on a topic or theme, determining the character(s), selecting the setting, establishing a sequence of events, and developing an interesting introduction, body, and conclusion.

Place the suggested chart on the chalkboard to assist the learners in organizing their narrative composition. Tell them they may find it easier to write the narration if they select a familiar topic. Show the learners samples of narrative writing in language arts textbooks. Explain the importance of using an interesting introduction and conclusion and vivid details.

NARRATIVE COMPOSITION	
Theme/Title	
Characters	
Setting	
Sequence of Events	

Direct the learners to write their composition. Prepare a display of their work.

Criterion

The learner will write a narrative composition. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 19

Objective Given examples, the learner will write a poem, using alliteration.

Teaching/Learning Strategy

Explain to the learners that alliteration is the repetition of a sound in two or more words. Tell them that the sound is usually at the beginning of a word. Read the following selections to the learners and point out the examples of alliteration. Lead the learners to the generalization that alliteration may be used in poetry or prose.

Waterfall*

by Eric Newman

Sparkling water tumbling upon silver rocks.
Delicate ferns glistening with morning dew,
Sunlight filtering through the heavy trees,
Etching a faint pattern on the long grass,
Brown rabbits hopping by the small wild flowers.

I Always Wanted To Be*

by Chris Yracheta

I always wanted to be an artist because as I look outside I just love the horizon and the sunset and the moon. I would paint the sky the beautiful blue that it is. I would paint the sun bright gold, the moon yellow, and the stars shiny silver.

I would draw, sketch, and paint beautiful paintings. I would do portraits of my family and friends. I could also paint out my fantasies, and even draw houses and buildings like an architect. I would even draw Mount Rushmore. I could draw all the other landmarks like the Tower of London and the Tower of Pisa and the Statue of Liberty.

It would make me happy if my career turned out right.

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*From Freckled Fantasies, published by the Board of Education, City of Chicago, 1979.

(Continued)

Discuss the examples of alliteration in the selections and show how it may be used to produce a musical effect or draw words together in order to give a special effect or emphasis. Have the learners find examples of alliteration in their basal readers, language arts textbooks, and library books. Provide an opportunity for the learners to share their examples with the class.

Place a list of themes on the chalkboard, such as seasons, animals, or holidays. Ask the learners to select a topic/title related to a theme and write a poem about it, using alliteration. Prepare a bulletin board display of the poems. Provide an opportunity for the learners to read the poems and note the alliteration.

Answers

Waterfall: sparkling/silver, delicate/dew, through/trees

I Always Wanted To Be: always/artist, beautiful/blue, stars/shiny/silver, family/friends

Criterion

The learner will write a poem, using alliteration. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 20

Objective Given examples, the learner will create an original limerick.

Teaching/Learning Strategy

Read the following limerick to the learners. Write it on the chalkboard, and provide an opportunity for the learners to discuss this verse form. Lead them to the understanding that the rhyme pattern for the limerick is aabba.

A dancer, while dancing in Bleu,
Noticed a large hole in his shoe.
Said his partner, "Don't pout,
Or show it about,
Or the others may notice it, too."

Have the learners find examples of limericks in their basal readers, language arts textbooks, library books, and magazines. Ask them to share their limericks with the class.

Direct the learners to write an original limerick. Provide an opportunity for the learners to illustrate their limericks. Prepare a class scrapbook, listing the limericks under various topics. Place the scrapbook in the room library or a learning center. Provide an opportunity for the learners to read the limericks.

Criterion

The learner will write an original limerick. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____	p. ____	p. ____	p. ____
Nontextual	____	p. ____	p. ____	p. ____
Reinforcement	____	p. ____	p. ____	p. ____

Skill Writing **Grade 4**

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts **Objective No.** 21

Objective Given instruction, the learner will write a poem, using personification.

Teaching/Learning Strategy

Review personification, and point out that it is a technique for representing a thing or an animal as a person. Read the following poem to the learners, and discuss the use of personification with them.

I, The Cloud*

by Michelle Neal

I, the cloud,
A beautiful thing,
I, the cloud,
I, too, can sing.

I, the cloud,
Drop raindrops galore.
Softly they beat
On the earth's hard floor.

I, the cloud,
See good and bad.
I, the cloud,
Sometimes get mad.

When I get mad,
I shout up a storm.
Sometimes I'm so angry,
That ships and boats are torn.

Then I realize
How silly I've been.
So I make a rainbow
And I'm happy again.

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*From The Green Taste of Life, published by the Board of Education, City of Chicago, 1977.

(Continued)

Suggest to the learners that they select a theme for a poem related to animals or the weather. Direct them to write a poem related to the theme, using personification.

Criterion

The learner will write a poem, using personification. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	______	p. ____	p. ____	p. ____
Nontextual	______	p. ____	p. ____	p. ____
Reinforcement	______	p. ____	p. ____	p. ____

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 22

Objective Given a tall tale, the learner will contribute to its dramatization.

Teaching/Learning Strategy

Read a tall tale from a basal reader, language arts textbook, The Arbuthnot Anthology of Children's Literature, or a story written by a learner. Discuss the tall tale with the learners, and show them how to prepare a dramatization of the tale. Include the following in the discussion: number of characters, setting, dialogue, scenery, props, and costumes. Establish a format for identifying the setting before writing the dialogue similar to the one suggested below:

> The scene is the edge of a forest near a river. Storm clouds are gathering in the sky. Big Jim and Stormy are looking at the river.

Place the learners in small groups. Have each group select a tall tale to dramatize. Ask each group to identify the setting and write the dialogue for the characters involved. Remind them to prepare the scenery, props, and costumes. Involve all the learners in the dramatization. Allow each group to present its dramatization to the class.

Criterion

The learner will contribute to the dramatization of a tall tale. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________________	p. ____	p. ____	p. ____
Nontextual	____________________	p. ____	p. ____	p. ____
Reinforcement	____________________	p. ____	p. ____	p. ____

Grade 4

Skill Writing

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 23

Objective Given an event, the learner will contribute to its dramatization

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Tell the learners that a dramatization involves telling a story through an acting out process. Explain that this process includes the following steps:

identifying an interesting event from a literature selection or a content area text.

selecting characters

dividing the dramatization into acts

planning the action

writing the dialogue

preparing costumes, scenery, and props.

Discuss the dramatization with the learners. Include the above steps in the discussion. Divide the learners into groups to work on writing the dramatization, preparing scenery and costumes, and dramatizing the event. Encourage the learners to have as many speaking parts as possible. Determine the format for writing the dramatization, and provide each learner or group with a copy. Have all the learners contribute to the dramatization of the event. Present the dramatization for another class or at an assembly program.

Criterion

The learner will contribute to the dramatization of an event. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual		p.	p.	p.
Nontextual		p.	p.	p.
Reinforcement		p.	p.	p.

Skill Writing

Grade 4

Subskill Creative Writing:
Stories, Poetry, Plays, and/or Scripts

Objective No. 24

Objective Given instruction, the learner will write a script for a television commercial.

Teaching/Learning Strategy

Explain to the learners that television commercials attempt to persuade the viewer to purchase a product or a service. Discuss the following persuasive techniques associated with television commercials: convincing language, famous people, and attractive settings. Have the learners list some of their favorite television commercials, and discuss how persuasion is used in them.

Have the learners select a product and write a script for a television commercial. Stress the importance of using convincing language and emphasize the positive aspects of their product. Remind them that the use of a visual, such as a pictorial illustration, may enhance their presentation.

Encourage the learners to study their scripts and practice their oral presentation in order to improve their diction, expression, and emphasis. Provide an opportunity for the learners to present their television commercials to the class. Check to see that the script is followed during the commercial.

Criterion

The learner will write a script for a television commercial. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	____________	p. ____	p. ____	p. ____
Nontextual	____________	p. ____	p. ____	p. ____
Reinforcement	____________	p. ____	p. ____	p. ____

Appendix

SUGGESTED ELEMENTARY SCHOOL
TIME DISTRIBUTION FOR LANGUAGE ARTS

SUBJECT AREAS	WEEKLY TIME DISTRIBUTION IN MINUTES							
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
Language Arts (Listening, Speaking, Writing, Reading, Spelling, Handwriting)	820	800	625	500	460	400	300	300
Library Science	60	60	60	80	80	80	80	80
Foreign Language*	80	80	145	145	145	145	145	145

Kindergarten has no specific time allotment, since a flexible schedule is followed at this level.

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*If foreign languages are not included in the instructional program of the local elementary school, this time may be used for additional language arts instruction.

✓ A LANGUAGE ARTS CHECKLIST FOR ELEMENTARY TEACHERS

_____ I am aware of the facets of communication that are embraced in the language arts curriculum.

_____ I am able to explain the interrelationship of listening, speaking, reading, and writing.

_____ I understand how learners develop preschool language skills and how this development influences language instruction.

_____ I know how to integrate language arts instruction into the school day.

_____ I am aware of varied methods and strategies that may be used for effective language arts instruction.

_____ I know how to select and use language arts materials.

_____ I understand how to use differentiated grouping patterns in all language arts areas.

_____ I understand how to correlate instruction in the four language arts areas.

_____ I am aware of the important role that readiness plays at all levels of language arts instruction.

_____ I know how to develop oral language skills.

_____ I understand how to teach listening comprehension skills.

_____ I understand the mechanics involved in teaching handwriting.

_____ I am aware of the difference between practical and creative writing.

_____ I know techniques and strategies for teaching reading.

_____ I am able to communicate effectively with parents regarding the language arts program.

_____ I am aware of the National Council of Teachers of English and have read some of their publications as well as other professional language arts materials.

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TEACHER EVALUATION FORM

Curriculum Guide in Communication Arts for the Elementary School, Grade Four

Teacher ______________________ School ____________________ Grade ____

Please complete this evaluation form. Your comments and suggestions will be used in revising the curriculum guide.

Rate the following items:	Excellent	Good	Fair	Poor
Suitability of the format				
Adequacy of the scope and sequence of the objectives				
Usefulness of the teaching strategies				
Relevance of the suggested activities				
Appropriateness of the evaluation criteria				

Comments:

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